



Michigan Self-Assessment Report

Continuous Improvement Monitoring Process



**Office of Special Education and
Early Intervention Services
January 2001**

Acknowledgments

It is with deepest appreciation and respect that I acknowledge all who have contributed to this self-assessment process in Michigan.

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Michigan Self-Assessment Continuous Improvement Monitoring Process Introduction

Accountability and the Individuals with Disabilities Education Act

The United States Department of Education Office of Special Education Programs is responsible for assessing the impact and effectiveness of State and local efforts to provide early intervention services to infants and toddlers with disabilities and their families, and a free appropriate public education to children and youth with disabilities.

The Office of Special Education Programs assists State Education Agencies, State Lead Agencies for early intervention, local education agencies, early intervention service providers, and other State agencies in implementing the federal mandates under the Individuals with Disabilities Education Act Amendments of 1997.

The Michigan Department of Education, as the State Education Agency for Part B of the Individuals with Disabilities Education Act and as the State Lead Agency for Part C of the Individuals with Disabilities Education Act, has obligations to respond to the oversight requirements of the Office of Special Education Programs. In addition, the Michigan Department of Education has obligations to exercise oversight in the administration of services to infants and toddlers, children and youth with disabilities, and their families in Michigan to assure the intent of the Individuals with Disabilities Education Act is achieved.

This oversight includes the use of various processes for accountability. Accountability includes measurement of compliance with the federal regulations under the Individuals with Disabilities Education Act. New emphasis in the Individuals with Disabilities Education Act is placed on improving outcomes for infants, toddlers, children and youth with disabilities, and their families. Where earlier compliance measures were focused on procedures or inputs, a new approach attempts to balance accountability by introducing attention to measures of outcomes as well as traditional measures of compliance. This is the "so what" question; so what impact has the Individuals with Disabilities Education Act had on educational results for America's children with disabilities?

In order to answer questions about compliance and questions regarding educational outcomes, the Office of Special Education Programs has worked with states, parents, advocates, and other key stakeholders to shape its accountability work in a way that drives and supports improved results as well as maintaining the protection of individual rights under the Individuals with Disabilities Education Act. This accountability focus has led to the development of a Continuous Improvement Monitoring Process, a multifaceted model that engages states and their stakeholders in a cycle of assessment and improvement that is data driven and focused on outcomes.

Continuous Improvement Monitoring Process

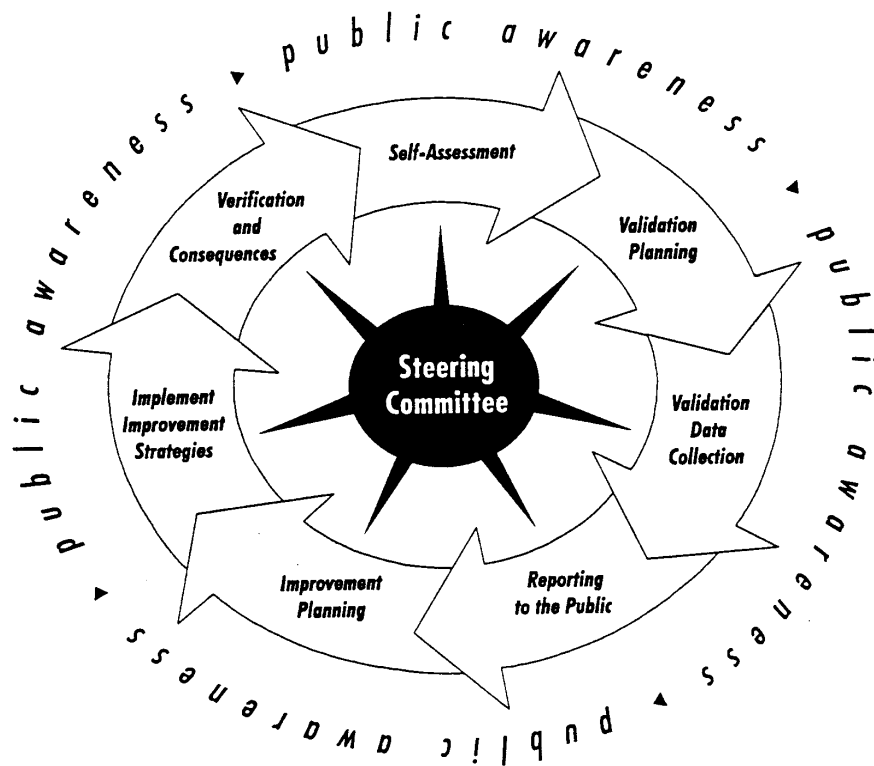
The Continuous Improvement Monitoring Process is based on several themes, including:

- continuity – an effective accountability system must be continuous rather than episodic;
- partnership with stakeholders – those who are involved/impacted by the system must be represented in the assessment and improvement;
- self-assessment – states work with stakeholders to implement an assessment process that is focused on improving results for children who are served under the Individuals with Disabilities Education Act;
- data-driven – available data, including quantitative and qualitative information, are used to assess the State system and its impact; and
- public process – broad dissemination of the process and its results are incorporated.

Stages of the Continuous Improvement Monitoring Process include:

- State self-assessment – a State Steering Committee works with the Michigan Department of Education to analyze available data and make judgments about the status of various components;
- validation planning – a State Steering Committee works with the Michigan Department of Education and the Office of Special Education Programs to plan strategies for validating the self-assessment results;
- validation data collection – the Office of Special Education Programs collects data and presents it to the Steering Committee and the Michigan Department of Education in a structured conference and plans the reporting process;
- reporting to the public – the Office of Special Education Programs' report reviews the State's performance and is made available to the public; and
- improvement planning – the Steering Committee and the Michigan Department of Education develop an improvement plan that addresses both compliance and improvement of results for children with disabilities, and includes time lines, benchmarks, and methods to verify improvements.

Figure 1
Office of Special Education Programs
Continuous Improvement Monitoring Process



Office of Special Education Programs Cluster Areas

The Continuous Improvement Monitoring Process requires an assessment of a state's implementation of the Individuals with Disabilities Education Act requirements that have been identified as having strong links to improved educational results for children with disabilities. These key requirements are identified in cluster areas for both Part B/special education and Part C/early intervention services, known in Michigan as *Early On*®. Each cluster consists of a list of components. The components reflect statutory and regulatory requirements and/or performance indicators developed for the Government Performance and Results Act. In addition, each component has a list of indicators; these include system design indicators, procedural indicators, and/or outcome indicators, typically in combination.

Table 1
Office of Special Education Programs Cluster Areas
for Part B and Part C of the Individuals with Disabilities Education Act

Part B Cluster Areas	Part C Cluster Areas
General Supervision	General Supervision
Free and Appropriate Public Education in the Least Restrictive Environment	Early Intervention Services in Natural Environments
Secondary Transition	Early Childhood Transition
Parent Involvement	Family-Centered Services
	Comprehensive Public Awareness and Child Find

Steering Committee

Central to the entire process is a Steering Committee, which includes representatives of all stakeholders in the delivery system. This was of particular importance in Michigan, as the self-assessment included both special education, under Part B of the Individuals with Disabilities Education Act, and early intervention services/*Early On*, under Part C of the Individuals with Disabilities Education Act.

Under the requirements of Part C of the Individuals with Disabilities Education Act, the Michigan Department of Education supports a State Interagency Coordinating Council. The members of the State Interagency Coordinating Council are Governor-appointed and include parents, providers of early intervention services, state agencies, and others who represent the various components of an early intervention system for infants and toddlers with disabilities and their families. This advisory body provides recommendations on the implementation of coordinated early intervention services. Membership of the State Interagency Coordinating Council includes 27 stakeholders.

Under the requirements of Part B of the Individuals with Disabilities Education Act, the Michigan Department of Education supports a Special Education Advisory Committee. The members of the Special Education Advisory Committee are State Board of Education-appointed and include parents, persons with disabilities, teachers, related services providers, administrators, advocacy groups, and others. This advisory body provides recommendations on unmet needs in the state relative to special education. Membership of the Special Education Advisory Committee includes 30 stakeholders.

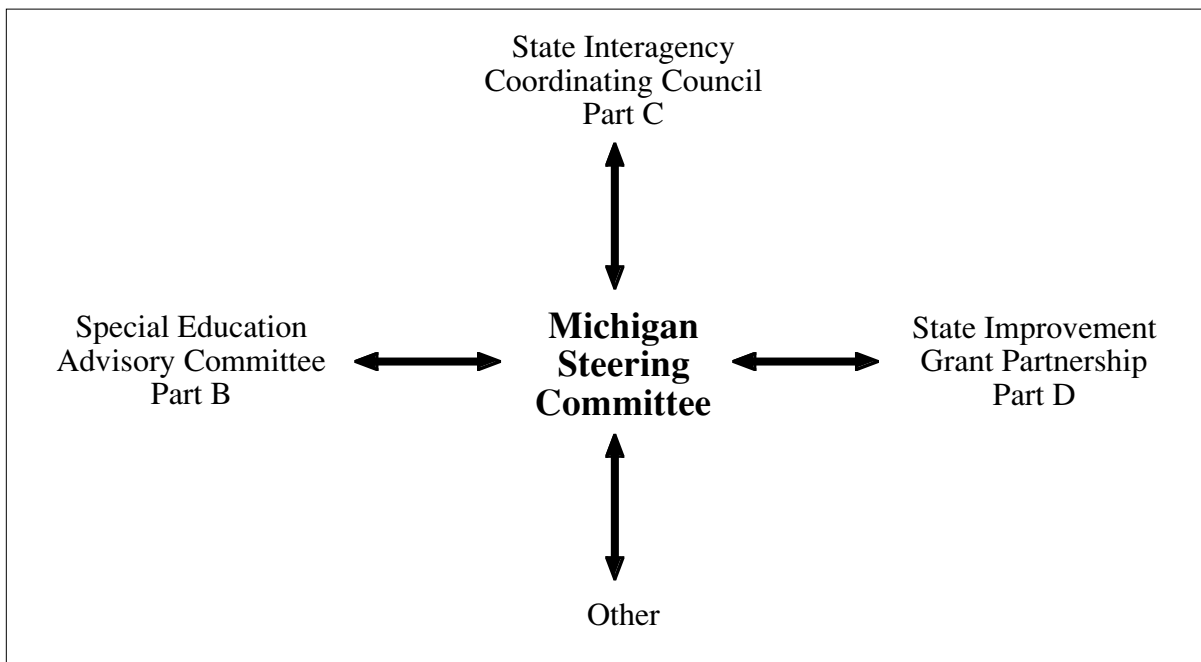
Michigan has been awarded a State Improvement Grant under Part D of the Individuals with Disabilities Education Act. As an implementation strategy for this grant, the Michigan Department of

Education has established a Partnership that serves, in part, as an advisory body. The 15 members of this advisory body make recommendations based on the personnel development priorities of the State Improvement Grant; these advisors also review whether intended impacts on systemic factors and student outcomes are achieved through the State Improvement Grant.

The need to establish a Steering Committee for the Continuous Improvement Monitoring Process required a strategy that would link the work of each of the existing advisory groups to the Continuous Improvement Monitoring Process and add value to the improvement process. In order to create this linkage, representatives of the State Interagency Coordinating Council, the Special Education Advisory Committee, and the State Improvement Grant Partnership constituted the core of the Steering Committee.

Other members were added that were specifically noted in the Office of Special Education Programs description of a Steering Committee. These included organizations that receive federal funds, either directly or through state grants, related to the implementation of the Individuals with Disabilities Education Act and its protections: Parent Training and Information Centers (Citizens Alliance to Uphold Special Education and United Cerebral Palsy-Metro) and Michigan Protection and Advocacy Services. Organizations that represent administrators and providers within the system and who are directly accountable for implementation of the obligations under the Individuals with Disabilities Education Act were also specifically identified, such as the Michigan Education Association and the Michigan Association of School Administrators. A complete listing of Steering Committee members is provided in Appendix A.

Figure 2
Michigan Steering Committee for the
Continuous Improvement Monitoring Process



Implementing the Process in Michigan

The Michigan Department of Education, Office of Special Education and Early Intervention Services was notified by the Office of Special Education Programs in April 2000 that Michigan had been selected as one of 16 states to begin the Continuous Improvement Monitoring Process. Several staff attended the Office of Special Education Programs Leadership Forum in May to gain an understanding of the expectations and time lines for the first phase of the Continuous Improvement Monitoring Process. Following this event, a core planning team of professional and support staff, led by the Office of Special Education and Early Intervention Services Director, began weekly meetings to plan and carry out activities necessary to conduct a statewide self-assessment and issue a report.

The primary role and function of the core planning team was to:

- create and implement the design strategy for Michigan's self-assessment,
- identify and acquire needed resources, and
- manage logistics of the process.

Design Strategy

The design strategy was based on several considerations. First, a broad range of stakeholder involvement was necessary to create linkages across systems and organizations. Second, stakeholders would be required to make a considerable investment in the process. Therefore, criteria were needed to assist in the stakeholder selection process. Experience, knowledge, commitment and dedication to improving student performance were primary considerations. Willingness to participate fully in a team/group process and availability for the scheduled group meeting dates were also identified as selection criteria.

Third, the self-assessment would involve the use of a wide range of data. Stakeholders would need support in understanding the data and in determining application of the data analysis to federally identified components and indicators. Experts in data/analysis would be necessary to support stakeholder tasks. Fourth, group process requires expert process facilitation. Facilitators with necessary group process expertise, including familiarity with the subject matter, and demonstrated lack of bias regarding the Michigan assessment were preferred. Fifth, the sheer number of indicators to be assessed (150) would require a model of stakeholder involvement that would get the job done within the constraints of imposed time lines.

Thus, the design strategy included:

- a comprehensive approach to self-assessment to review all indicators and to use available data across all cluster areas for Parts B and C of the Individuals with Disabilities Education Act;
- a two-tiered approach of stakeholder involvement that created Assessment Teams for each cluster area and a Steering Committee to synthesize the analysis and provide input on the overall assessment. Steering Committee members were also members of the Assessment Teams; and
- process evaluation to gain feedback from participants, and observation data and facilitator feedback on an ongoing basis to inform decisions regarding process planning and design adjustments (see Appendix E for overview of process evaluation).

Resources and Logistics

In order to identify and acquire the resources to implement the design strategy, and simultaneously address the identified considerations, the core planning team spent several weeks deliberating the stakeholder selection process. Personal invitations were extended via telephone or email, and formal confirmations were mailed in late June. Facilitators meeting the established criteria (described under Design Strategy) were identified through a national networking effort. Participants are listed in Appendix A. Dates and locations for the self-assessment process had been determined in early May,

based on availability of facilities that met basic criteria for large and small group work and reasonable accessibility for out-of-state and in-state participants. Meeting sites and agendas are listed in Appendix B.

To support the work of the Assessment Teams and incorporate the considerations listed above, these additional supports were implemented:

- staff from the Michigan Department of Education and partner agencies for *Early On* were assigned to each Assessment Team to serve as information resources and to support the work of the teams;
- support staff were assigned to each team to record work and support the facilitators;
- staff from statewide projects, which were sources of primary data, were secured to be available onsite for each meeting, and to provide assistance in understanding and analyzing the data; and
- additional resource personnel, primarily faculty from institutions of higher education, were engaged to provide assistance to the teams in the data analysis and assessment process.

Roles and Responsibilities of the Assessment Teams and Steering Committee

The Michigan self-assessment utilizes assessment of all indicators to create a comprehensive analysis of each component in each cluster. The Assessment Teams conducted the work over a series of three two-day meetings (Appendix B). The Assessment Teams also completed preliminary component analysis by synthesizing and presenting their assessments to the entire stakeholder group in September. These presentations were videotaped for later use in public dissemination of the self-assessment results.

Using a variety of resources, the core planning team developed a format for the indicator analysis. Resources included self-assessment reports from other states, technical assistance provided by the Great Lakes Area Regional Resource Center, the Office of Special Education Programs Continuous Improvement Monitoring Process manual, and an Office of Special Education Programs sponsored Self-Assessment Institute held in July. The assessment format included the following elements:

- data source,
- data analysis,
- strengths of the system based on the data,
- maintenance strategies,
- concerns about the system based on the data, and
- improvement strategies.

The Steering Committee, which met for an additional five days in October and November, further refined the analyses of the Assessment Teams. Additional data, including preliminary information from student focus groups, parent surveys, public meetings, staff validation, and other focused reports were presented and discussed. The Steering Committee members also had responsibility for bringing forward the work of the Assessment Team in which each member participated, and ensuring that the issues identified were represented in the final report.

The Steering Committee began to align the potential improvement strategies by defining broad areas of improvement needs, such as oversight and guidance, technical assistance, training and personnel development, and data collection. A strategy to rank the components on a scale of improvement needs was attempted. Process feedback from the Steering Committee indicated that members were not satisfied with this process, as each subgroup applied the criteria differentially. Therefore, the rankings are not used in this report; instead, the needs described by each subgroup are reported for each component.

Table 2
Roles and Responsibilities of the Steering Committee and Self-Assessment Teams

Steering Committee	Self-Assessment Team
Roles	Roles
<p>Present the views and perspectives of the stakeholder group(s) you are representing.</p> <p>Provide objective advice based on facts and reliable data.</p> <p>Be a partner with the Office of Special Education and Early Intervention Services and the Office of Special Education Programs to improve results for children with disabilities.</p> <p>Be flexible and a reflective listener.</p> <p>As requested, assist the Office of Special Education and Early Intervention Services during each phase of the Office of Special Education Programs improvement process.</p>	<p>Present the views and perspectives of the stakeholder group(s) you are representing</p> <p>Provide objective advice based on facts and reliable data.</p> <p>Be a partner with the Office of Special Education and Early Intervention Services and the Office of Special Education Programs to improve results for children with disabilities.</p> <p>Be flexible and a reflective listener.</p>
Responsibilities	Responsibilities
<p>Attend and fully participate in all meetings, (at minimum, 3 of 5 meetings). Suggest additional data sources and coordinate data sources.</p> <p>Validate and analyze data provided.</p> <p>Complete the evaluation of the indicators in your assigned self-assessment team meetings.</p> <p>Keep track of specific issues on particular topics discussed in your assigned self-assessment team to share with the steering committee.</p> <p>Provide feedback for revisions to the self-assessment document.</p> <p>Provide recommendations regarding the priority areas of focus that result from the self-assessment.</p>	<p>Attend and fully participate in all self-assessment team meetings, (at minimum, 2 of 3 meetings). Suggest additional data sources and coordinate data sources.</p> <p>Validate and analyze data provided.</p> <p>Complete the evaluation of the indicators in your assigned self-assessment team meetings.</p> <p>Provide a summary of your findings about the status of the indicators evaluated by your assigned self-assessment team.</p>

The final activity of the Steering Committee during the November meeting was to participate, with Michigan Department of Education staff, in a conference call with Office of Special Education Programs staff. The Steering Committee members developed key points to include in the conference call and a subgroup interacted with the Office of Special Education Programs staff on behalf of the Committee.

Steering Committee members had electronic access to final drafts of the indicator and component analyses for comment prior to the publication of the final report. Several members did provide feedback during this review process; consideration of all feedback impacted the final report.

Staff Validation

A staff validation process was introduced in October. Relevant Michigan Department of Education and interagency *Early On* staff reviewed the work of the teams for clarity and validity. If staff identified any missing data, any misinterpreted data, or general misunderstanding of any aspect of the indicators or data, these inputs were shared with the Steering Committee in subsequent drafts of the indicator analyses.

Staff also addressed implementation of regulatory components, applying data from both Parts B and C monitoring systems and reports, as well as basic data from complaints, hearings, and mediations.

Data Sources

Initially, staff and state project directors identified data sources. Quantitative data were accessed from federal reports such as the December 1 child count, personnel count, and other required reports. Data prepared for previous federal performance reports for Part B/special education and Part C/*Early On* were used. Additional data from statewide projects, such as the *Early On* Evaluation Project, were readily identified as pertinent to the effort.

Other data sources included qualitative information such as materials developed for outreach and early identification purposes, materials used for technical assistance and training, and documents developed as information resources for providers and families.

One of the roles of Assessment Team members was to identify other relevant data sources. As new data sources were identified, these sources were reviewed by staff and/or committee members, culled for relevant data, and presented to the teams.

Data Analysis

Prior to convening the Assessment Teams, the core planning team, in conjunction with Michigan Department of Education staff, *Early On* interagency staff, and statewide project directors identified data sources, compiled data, and prepared data folders for each indicator. Data were presented to each Assessment Team by cluster, component, and indicator.

Experts in the use of data were assigned to each Assessment Team. In addition, primary source staff were available at each work session to further clarify issues as participants identified needs for assistance. Assessment Teams first sought to understand the data and source, then determine relevance to the indicator. Further analysis included how the data could be used to evaluate the status of the delivery system as judged against the indicator. Strengths and concerns were identified based on the preliminary analysis. Maintenance strategies were generated for systemic strengths, and preliminary improvement strategies were generated for systemic concerns.

Finally, each team did a preliminary synthesis of the indicator analyses to bring forward component strengths and concerns. Summaries of this work were presented to the entire stakeholder group by each Assessment Team at the September meeting.

The Steering Committee continued the self-assessment process by integrating concerns and potential improvement strategies within aggregate themes. One of the prominent themes was the need to improve data collection and the use of subsequent data. Improvement strategies included:

- aligning data collection/variables across projects and agencies,
- increasing relevant data collection and analysis, and
- promoting use of data-based strategies throughout the delivery system.

Many student and family-centered improvement strategies were also generated as a result of the self-assessment. Future Steering Committee work will focus on improvement planning. This will be based on focused analysis of impact and feasibility factors of the various improvement strategies in relation to improving results for children with disabilities. In addition, improvement strategies relevant to compliance issues will be directed by the Office of Special Education Programs.

Utility of the Data

Data-based assessment of a State's performance in implementing and enforcing the Individuals with Disabilities Education Act requirements is a powerful tool for continuous improvement when focused on impacting the performance of children with disabilities. Stakeholders in the Michigan self-assessment process were supported to develop an understanding of the utility of various data and to become discriminating in their use.

In order to move forward in improvement planning, and recognizing the need for decision-making regarding improvements in data collection and analysis, the Michigan Department of Education secured expertise in evaluating the utility of current data sources. Data sources used in this self-assessment were compared by frequency of record and importance as suggested by Assessment Team applications of the data. Discrete data were aggregated by sources such as the Evaluation Project, Monitoring Model, or December 1 count. Relative weighting of these sources has been initiated to better assess utility.

A comparison of data utility will also be undertaken within components. This will assist the Steering Committee in making judgments about the value of modifying or adding data collection strategies. These measures of utility will be completed over the next several months to support improvement planning for data collection. A final discussion of relative utility will be prepared to support improvement planning.

A contrast in the scope and sophistication of various data sources was apparent between Part B and Part C data sources in Michigan. The Part C/*Early On* system, as a newer component of the Individuals with Disabilities Education Act, has benefited from leadership within and across systems in Michigan that has focused on outcomes for children and families. As a result, investments have been made in program evaluation and in applied use of data collected for federal reporting. The resulting utility is high, and the application of these data to systemic strategies has benefited the *Early On* system.

Data resources used extensively for the assessment of Part B/special education are primarily the monitoring system and data collected for federal reports. Data from complaints and hearings, while used in the Michigan monitoring model, have generally not been applied to statewide assessment and systemic improvement. However, a new compliance information management system, currently under development, will bring significant utility to these data sources.

Student performance data, as a newer reporting component, have not yet reached a level of reliability or comparability with general education performance data to meet anticipated utility. However, new State initiatives have the potential to improve the depth and scope of student performance data collection and subsequent application to the continuous improvement process.

Gaps in Data

The Steering Committee identified a number of concerns regarding gaps in data. Many data concerns could potentially be met through periodic surveys on a variety of indicators, as noted by preliminary categorizing of data improvement strategies. A challenge for the Steering Committee and the State will be to balance a desire for extensive new data with feedback from the public meetings that indicated paper surveys, or paperwork in general, are not popular; privacy concerns exist as well.

Qualitative or "soft" data were seen as having less utility or meaning for some of the Steering Committee. One of the important challenges for the Steering Committee in the improvement planning phase will be to determine which of the many data gaps should be addressed, at what level, and with what methodology. Fortunately, the expertise available through current state projects and university faculty involved with the Steering Committee will assist the Steering Committee with these kinds of challenges.

Some data gaps that were apparent early in the self-assessment process included:

- lack of information from parents of children in the special education system, and
- lack of information from students in the special education system.

These gaps were seen as opportunities for immediate attention by the Michigan Department of Education. Current statewide projects were utilized to initiate data collection strategies to address these gaps.

Beginning in August, a statewide parent survey was developed, modeled on the New Jersey parent survey used in that state's self-assessment. This one-page survey was customized for gathering information from Michigan parents, focusing on parent participation in a child's education, and parent satisfaction with a child's education. Public Sector Consultants of Lansing and the Developmental Disabilities Institute at Wayne State University assisted the Michigan Department of Education with this component. Preliminary results from this survey are used in the current self-assessment, as appropriate. A detailed report will be available at a later date. It is anticipated that the Michigan Department of Education will build upon this initiative to begin gathering reliable data from parents on a regular basis.

Another data gap, a lack of information from students, was addressed through the development of student focus groups. Special Education Directors involved in the self-assessment process were eager to use this technique to stimulate self-assessment and improvement planning in their own school districts. Site selection for a pilot initiative was made easy through these Directors' enthusiasm. Existing statewide projects were involved in creating the pilot. Faculty from Western Michigan University involved in the Transition Services Project and researchers from Wayne State University involved in the *Early On* Program Evaluation Project worked with participants of the self-assessment to create this pilot. Students from Livonia, Detroit, Saginaw, Charlevoix-Emmet, Shiawassee and Dickinson-Iron were selected for the focus groups. Parents were involved in simultaneous discussion groups. The preliminary findings are incorporated into the self-assessment, as appropriate. A detailed report will be available at a later date. It is anticipated that the Michigan Department of Education will expand upon this initiative to enrich the understanding of the impact and outcomes of the special education system as seen from a student perspective.

Next Steps: Moving Toward Improvement Planning

The United States Department of Education Office of Special Education Programs will review the Michigan Self-Assessment Report and determine if further data collection is necessary. The Office of Special Education Programs may choose to visit Michigan and meet with the Steering Committee and staff of the Michigan Department of Education. It may be determined that additional data collection is necessary. This phase will include validation data planning and collection. The federal office will direct this phase.

The Office of Special Education Programs will then prepare a report to the State. The report will identify areas of strength and areas that require corrective action. The next step is improvement planning.

The Steering Committee will meet to draft a plan to address the issues identified in the federal report and those identified in the self-assessment, as appropriate. The draft improvement plan will include baseline data, expected results, evidence of change, and activities and resources to address the identified issues, as well as time lines for verification of improvement.

States are accountable for identifying weaknesses, determining and implementing strategies for improvement, including strategies that address any issues identified from the federal review of the self-assessment, and measuring and reporting progress. The draft improvement plan will be used to identify technical assistance needs that might be provided through Regional Resource Centers or through the National Early Childhood Technical Assistance Center, as appropriate.

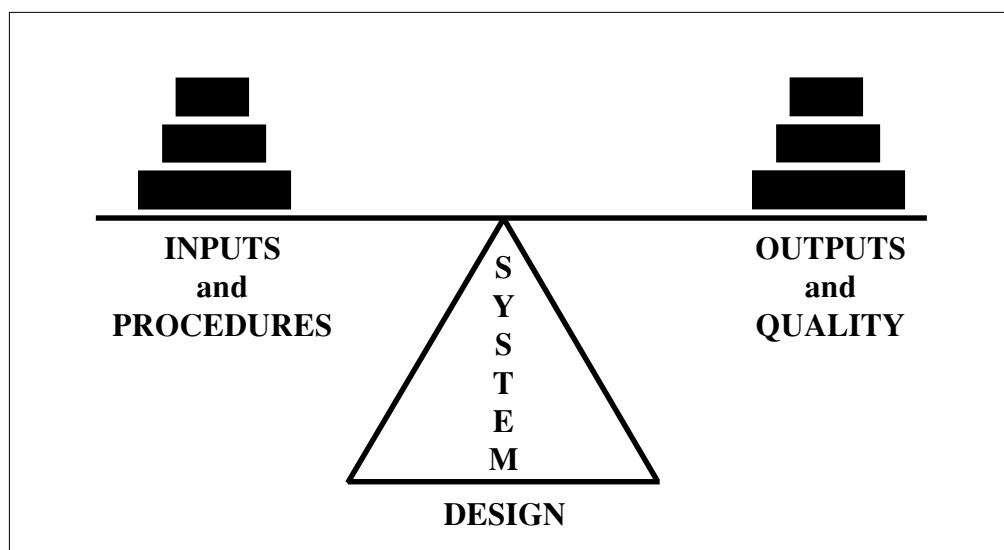
The level of involvement by the Office of Special Education Programs will vary, depending upon the needs of the State. Staff from the federal office may meet with the Steering Committee to assist with the improvement planning. Generally, the federal office encourages States to begin improvement planning in anticipation of visits by federal staff.

Any issue identified in the federal report as one of non-compliance must be addressed in the improvement plan. Other improvement strategies, for issues that are not identified as non-compliance, are encouraged, but not required. The federal office will identify a date for submission of the improvement plan.

Balancing Accountability: Focus on Outcomes and Quality

Throughout the self-assessment process, the Assessment Teams and the Steering Committee consistently focused on outcomes for children and youth, and improving the quality of the delivery systems in Michigan. The participants were supportive of the notion of a balanced system of accountability – one that has equal focus on child and student outcomes and quality measures in addition to procedural inputs and compliance measures.

Figure 3
Balancing Accountability



All participants have been clear in their desire that improvements in Michigan focus on child/student outcomes and on the quality of the system. Compliance is understood to be a vehicle to move toward improvements. However, stakeholders' greatest concerns are consistently directed to answering the "so what" question, i.e., does it make a difference in ultimate results for children and students in Michigan?

Using this Report

The Michigan Self-Assessment is based on detailed assessment of each cluster area included in the Office of Special Education Programs Continuous Improvement Monitoring Process. In this report cluster areas are found using a tabbed index, labeled by cluster name.

Within each cluster, components are assessed using multi-source data to measure the State's performance against a variety of indicators. Letters and numbers identify each component. For example, special education components all begin with the letter B, for Part B of the Individuals with Disabilities Education Act. Letters representing the cluster area further identify each component. Thus, the cluster area for Parent Involvement is identified as BP and each component is numbered. Therefore, the first component in this cluster area is BP.1.

All cluster areas for *Early On* begin with the letter C, for Part C of the Individuals with Disabilities Education Act. Each cluster is also identified by a letter, followed by a number indicating the component. For example, the first component in the cluster area of Family-Centered Services is CF.1.

The exception to this format is the General Supervision cluster. The Steering Committee chose to integrate Parts B and C. Thus, this cluster is identified merely as GS, with each component number following. Specific analyses within each component are identified as Part B or Part C.

Each component analysis is followed by indicator analyses. The number of indicators varies for each component. Each indicator analysis is included in this report.

An overview of the self-assessment is presented through each component analysis. The reader may choose simply to read the component analyses in each cluster area. Detailed source information is available by reading the indicator analyses. Each component analysis is followed by related indicator analyses.

Additional information about the self-assessment process in Michigan is presented in other tabbed sections of this report. Appendix A, Participants, includes information on who was involved. Appendix B, Logistics, includes information on the events and time lines that created the structure for the self-assessment.

Appendix C, Data Sources, includes a complete listing of all sources of data used in this assessment. Appendix D, Public Meetings, includes the report on the meetings held across the state. These meetings were conducted to provide one mechanism for validation data collection. The report is presented by Public Sector Consultants.

The Great Lakes Area Regional Resource Center conducted an evaluation of Michigan's self-assessment process. Excerpts from their report have been included in Appendix E. Appendix F presents a brief overview of the state monitoring models for special education and *Early On*. These overviews are made available to identify basic elements used in Michigan's own monitoring and to eliminate repetitive descriptions throughout the component analyses.

This entire report is available on the worldwide web at: <www.mde.state.mi.us/off/sped/index.html>

General Supervision

Cluster Objective

Effective general supervision of the implementation of the Individuals with Disabilities Education Act is ensured through the State education agency's (SEA) and lead agency's (LA) development and utilization of mechanisms and activities, in a coordinated system, that results in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE), and all eligible infants and toddlers and their families having available early intervention services (EIS) in the natural environments (NE) appropriate for the child.

Component GS.1 — Early intervention services (EIS) and free appropriate public education (FAPE) for children with disabilities are ensured because the State's systems for monitoring, and other mechanisms for ensuring compliance, and parent and child protections, are coordinated, and decision-making is based on the collection, analysis and utilization of data from all available sources.

Component Analysis

The following data sources served as documentation in the analysis of Michigan's performance on this component:

Part C

- *Early On*® Data, Information, and Reporting/EETRK
- Local *Early On* Contract Application, Annual Reports, and Implementation Inventory
- *Early On* Evaluation Project
- *Early On* System Review
- Part C Annual Performance Report
- *Early On* Parent Leadership Program
- *Early On* Family Information Exchange
- *Early On* Personnel Development System

Part B

- Compliance monitoring: models, standards, correspondence, reports, schedules, training agendas, survey results
- Intermediate School District Plan Criteria
- Special education complaints including appeals, overturns, and time lines
- Focus groups of Michigan Part B students
- Michigan Department of Education Individualized Education Program Team Manual
- Dispute Resolution Project
- Transition Services Project
- State Improvement Plan/State Improvement Grant
- Hearing Officer Training
- Michigan Council for Exceptional Children
- National Association of State Directors of Special Education
- Statewide Parent Survey
- Part B Performance Report
- Comprehensive Parent Services System
- Statewide Parent Advisory Committee
- Citizens Alliance to Uphold Special Education
- Local Capacity Building Grants
- State Board of Education Goals for Special Education
- Quality Assurance Review Model

For details regarding these data sources, please see the individual indicators that follow.

Implementation in Michigan

Brief descriptions of the Part C System Review and Part B monitoring model are in Appendix F.

Part C Compliance Monitoring

The *Early On* System Review monitoring process implemented in 1998 for Part C includes the following objectives:

- Assist Local Interagency Coordinating Councils in designing service area plans and prioritizing the use of local funds in a manner that will strengthen the delivery of their early intervention services.
- Assist State and local agencies to observe the effectiveness of *Early On* in local service areas and target technical assistance efforts toward identified areas of need.
- Assure compliance with Federal Requirements.
- Increase family satisfaction with the *Early On* System.

The *Early On* System Review is designed to occur within each local service area on a three to five year cycle.

Part B Compliance Monitoring

The Michigan Department of Education revised its special education monitoring model and standards to comply with the Individuals with Disabilities Education Act (IDEA) as chronicled in the following synopsis:

- The Interim Michigan Monitoring Model was aligned with the IDEA statute for the 1998-1999 school year.
- The Adjusted Michigan Monitoring Model was aligned with the IDEA Regulations for the 1999-2000 school year.
- The Michigan Monitoring Standards were revised to align with the IDEA Regulations, effective school year 2000-2001.
- The Preliminary Michigan Model was aligned with the revised special education monitoring standards, effective school year 2000-2001.

An onsite special education monitoring review by the Michigan Department of Education occurs on a five-year cycle. For each year that a district or state facility is not monitored onsite by the Michigan Department of Education, the intermediate school district or state agency staff are responsible for:

- Conducting their compliance monitoring in each constituent district or each facility of the state agency.
- Submitting the results annually to the Michigan Department of Education.
- Maintaining all monitoring results and corrective actions for validation by the Michigan Department of Education during the onsite review.

Compliance monitoring, at all levels, tracks the specifications of the Individualized Education Program Team report into the classroom with an implementation review of:

- The type and frequency of the special education program/services and time in regular education as compared with the student's schedule.
- The goals and objectives as compared with lesson plans and student assignments.
- The individualization of instruction and use of required supplementary aids and supports.
- The sufficiency of supplies and the specified supplementary aids to implement the annual goals.

The Michigan Department of Education provides funding for data collection and service needs related to this component including:

Part C/Early On

- Public Awareness, Information and Referral. This project disseminates information to parents, providers and primary referral sources for the Part C system. A toll free telephone number is maintained for easy access to information and referral.
- Personnel Development System. This project provides procedural safeguards training to families and staff who are connected with the Part C/Early On delivery system.
- Early On Evaluation Project. The project provides ongoing evaluation with annual Local Implementation, Family, and Service Coordinator Surveys. The project also provides technical assistance regarding the findings which are used as part of a quality improvement process.
- Data Collection, Information, and EETRK training. This grant supports data management, compiling data on the numbers of infants and toddlers and their families in the state in need of early intervention services, the number served, and types of services provided. The project also provides technical assistance to service areas.

Part B

- Complaint resolution and hearing processes. These help to ensure a free appropriate public education. There is also a toll-free telephone information line that logs the issues and concerns expressed by consumers.
- Federal expenditure audit. This auditing system includes a continuum of sanctions for inappropriate use of funds.
- The Comprehensive Parent Services System. This state discretionary grant provides training for parents and staff that is aligned with priorities established through the State Improvement Grant. Collaborative partners include the statewide and metropolitan area Parent Training and Information Centers (the Citizens Alliance to Uphold Special Education [CAUSE] and United Cerebral Palsy of Metropolitan Detroit); the Arc Michigan, and five other groups. CAUSE, in particular, provides extensive training to parents regarding their rights and responsibilities within Michigan's Part B special education system.
- The Dispute Resolution Project. This project trains and supports mediation officers for special education disputes within Michigan. The project is offered through the Community Dispute Resolution Program, a statewide program that provides trained mediators for a variety of issues, and is attached to the Michigan Supreme Court.
- Technical Assistance for Collaborative Transition Services. This project, funded for the past three years as the Transition Services Project, provides statewide training and technical assistance on transition issues. National standards for transition practices are used in all aspects of this project.
- The Center for Educational Networking. This project disseminates information to all interested parties through an information clearinghouse. Online ordering, as well as a toll-free telephone number is available to help facilitate access to information. The clearinghouse contains state and federal documents as well as other publications of interest.
- Quality Assurance Review model. Pilot sites are initiating a school building-based process that goes beyond compliance monitoring to examine the educational performance of students with disabilities and to link their needs to school improvement planning. This process has the potential to add significantly to our understanding of instructional/educational needs of students with disabilities and their teachers.
- Compliance Information Management System (RFP). This request for proposals for the development of a comprehensive data management system will pull together required federal reporting data along with complaint and hearing data and selected student performance indicators to create data profiles. The data system will also integrate the Single Record Student Data Basics, a new statewide database for all school data in Michigan.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths for this component:

Part C

- Interagency agreements in place for coordinated service delivery at the state and local levels.
- A toll-free telephone line, information dissemination and training on procedural safeguards are available.
- Only one complaint filed in the history of Part C implementation which may reflect parent satisfaction with services.
- *Early On* System Review generates needs assessment and identifies systemic issues, which determine technical assistance, training provided, and strategic planning. Parent data is used in *Early On* System Review and in Individual Service Area Improvement Plans.

Part B

- The Single Record Student Basics and Compliance Information Management System will help manage data and increase data-based decision-making.
- The current monitoring data verify that parents are notified of their rights.
- The special education system use of dispute resolution through mediation is increasing.
- The Quality Assurance Review model has the potential to provide data on the student performance outcomes that will be of importance to the Steering Committee.
- The Michigan Monitoring Model is developed to provide quantitative data, a systemic review process, and tracking of corrective actions.

The Steering Committee identified, and Public Meeting input validated substantive continuing needs that include:

Part C

- Standardize data collection across projects funded by the Michigan Department of Education to result in the ability to compile and compare data from a variety of sources.
- Link all projects funded by the Michigan Department of Education to training needs.
- Develop additional or alternative training opportunities, and collect data on and measure effectiveness of the training implemented.

Parts C and B

- Develop and implement a monitoring model that reflects the relationship between compliance and improved quality student outcomes.

Part B

- The timeliness of hearings and complaints, including an analysis of the number of allegations per complaint file and reasons for hearing extensions. This systemic issue was identified in the previous Office of Special Education Programs monitoring review.
- While compliance and hearing data are collected and used in the monitoring process, there is no system for compiling statewide data regarding problems related to complaint investigations and due process hearings.
- Increase the frequency of monitoring in districts demonstrating high levels of noncompliance.
- Increase data-based decision-making at the district level.
- Develop a coordinated system of disseminating models of best practice for the correction of systemic issues identified through mediation resolution, complaint resolution, hearing decision, or compliance monitoring.
- Analyze the quality of parent notification of their rights and whether parents understand their rights as a result of the notification.

Summary

Part C

The Michigan Department of Education has many initiatives that collect data and provide important services. These initiatives could be linked more effectively to the *Early On* System Review process for data collection, analysis, and implementation. More systemic strategies for gathering stakeholder input in a variety of ways should be used in the development of statewide policies and program improvement activities, in addition to the *Early On* System Review.

Part B

Parents and eligible youth with disabilities are aware of and have access to their right to effective systems for parent and child protections. More than 80% of parents surveyed in the monitoring survey and the Statewide Parent Survey report that they are somewhat to very satisfied with their children's special education services. The provision of a free appropriate public education for children with disabilities is advanced by the special education compliance monitoring system; the resolution of complaints, mediations, due process hearings; and methods for ensuring compliance that correct identified deficiencies. The compilation, analysis, and dissemination of data relative to monitoring, complaints, hearings, and mediation needs to be addressed in order to affect systemic improvement.

Indicator Analysis

State Indicator: (A) Accurate determination of compliance with the Individuals with Disabilities Education Act requirements, using state education agency/lead agency monitoring instruments and procedures, increases.

Current Data Sources

Part C

- *Early On*® System Review (1997-1999)
- *Early On* Evaluation Project - Family Survey Report (1999)
- *Early On* Evaluation Project - Site Visit Interview Data (1998)

Part B

- Revised Monitoring Standards for Special Education (1997)
- Monitoring Standards for Special Education (2000)
- Interim Michigan Monitoring Model (1998)
- Adjusted Michigan Monitoring Model (1999)
- Preliminary Michigan Monitoring Model (2000)
- Special education monitoring correspondence/reports to intermediate school districts/state agencies (1998-2000)

Strengths

Part C

- Only one complaint filed in history of Part C implementation.
- Local participants active in the *Early On* System Review.

Part B

- Monitoring standards revised to include Individuals with Disabilities Education Act regulations.
- Michigan's computerized monitoring data collection system.
- Hearings, complaints, and previous systemic issues reviewed, compared with present monitoring findings, and reported to intermediate school district at Michigan Department of Education onsite monitoring visit.
- Monitoring conducted in each local education agency, charter school, and intermediate school district annually by intermediate school district monitoring staff.
- Intermediate school district monitoring results reported to the Michigan Department of Education annually.
- Intermediate school district monitoring validated by the Michigan Department of Education during onsite monitoring review.
- All monitoring standards have criteria for consistent statewide monitoring.

Concerns

Part C

- *Early On* System Review focus is balanced between documentation and assessment of implementation.

Part B

- Compliance monitoring does not use student performance data regarding:
 - graduation rates
 - dropout rates
 - participation/performance in state/districtwide assessments
- Systemic problems related to complaint investigations and due process hearings are not analyzed, utilized, or disseminated on a statewide basis.

<i>Concerns continued</i>	<p><u>Part B continued</u></p> <ul style="list-style-type: none"> • How to measure effectiveness of a free appropriate public education and impact on improved student performance. • Inconsistent opportunities for collection of input from all stakeholders. • Lack of coordination of preschool program monitoring in local districts with Head Start's monitoring.
<i>Maintenance Strategies</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Maintain stakeholder involvement in <i>Early On</i> System Review. <p><u>Part B</u></p> <ul style="list-style-type: none"> • Maintain specificity of compliance monitoring model and monitoring standards with criteria for measurement.
<i>Improvement Strategies</i>	<p><u>Parts C and B</u></p> <ul style="list-style-type: none"> • Identify a common data collection strategy to gain input from all stakeholders more systematically. • Analyze and describe systemic issues relative to the results of all due process proceedings and all identified deficiencies. Develop with broad stakeholder input and apply across Parts B and C. • Determine how compliance relates to student outcomes and how to use findings to improve quality of services to students as seen in student performance. • Coordinate preschool monitoring with Head Start monitoring.

State Indicator: (B) Each agency/provider is monitored with sufficient frequency to ensure that noncompliance is identified and corrected in a timely and effective manner.

<i>Current Data Sources</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • <i>Early On</i> System Review (1997-1999) <p><u>Part B</u></p> <ul style="list-style-type: none"> • Interim Michigan Monitoring Model (1998) • Adjusted Michigan Monitoring Model (1999) • Preliminary Michigan Monitoring Model (2000) • Intermediate School District Plan Criteria (2000) • Office of Special Education and Early Intervention Services special education monitoring schedules for school years 1998-1999 and 1999-2000
<i>Strengths</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Part C monitoring has impact in the field. <p><u>Part B</u></p> <ul style="list-style-type: none"> • Intermediate school district Plans address monitoring frequency. • Current Part B data indicate that noncompliance issues are identified and corrected for individual and systemic citations. • Computerized monitoring data collection system used by intermediate school district and the Michigan Department of Education for tracking noncompliance issues. • Annual self monitoring by intermediate school districts of their special education programs and services and those of their constituent local education agencies. Results of systemic issues are reported annually to the Michigan Department of Education (Preliminary Michigan Monitoring Model, Section 11).

*Strengths
continued*

Part B continued

- Preliminary Michigan Monitoring Model, Section 2, references criteria for risk based monitoring.
- Monitoring citations are corrected within 60 school days of receipt of the report.
- Monitoring conducted by the Michigan Department Education on five-year cycle. Monitoring reports are submitted by intermediate school districts not monitored by the Michigan Department of Education annually (Preliminary Michigan Monitoring Model, Section 2).
- Conditions of targeted monitoring and sanctions for repeated noncompliance are specified by Monitoring Model, Section 2.
- Intermediate school districts and the Michigan Department of Education monitor charter schools annually.
- Corrective actions for systemic issues include training.

Concerns

Part C

- *Early On* System Review frequency has not been determined.
- Corrections may not be done in a timely manner.

Parts C and B

- Do improvement strategies only focus on compliance or student performance?

Maintenance Strategies

Part C

- Continue systems focus.

Part B

- Maintain adherence to time lines and standards for monitoring corrective actions (Preliminary Michigan Monitoring Model, Section 2).
- Continue computerized data collection monitoring system increasing technical support for accurate use.

Improvement Strategies

Part C

- Accelerate the pace of *Early On* System Reviews.
- Look at issue of adequate staffing to address issue of timeliness

Parts C and B

- Compile information on resolutions of complaints on issues involved.
- Use peer review with structured oversight for intermediate school district/Michigan Department of Education monitoring (external component).
- Monitor on risk basis (monitor more frequently those districts/ service areas most at risk for noncompliance based on factors such as complaints, previous monitoring citations, student performance data).

State Indicators: (C) Utilization of findings from complaint investigations, due process hearing and review decisions, and other data, as an integral part of the State's monitoring system, increases.

<i>Current Data Sources</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Interim Michigan Monitoring Model (1998) • Adjusted Michigan Monitoring Model (1999) • Preliminary Michigan Monitoring Model (2000) • Sample special education monitoring correspondence (1998-2000) • Special Education Complaints (1998-1999; 1999-2000) • Secondary data sources: hearings, special education waivers, deviations, previous Michigan Department of Education onsite special education monitoring results, intermediate school district Plan content regarding special education monitoring.
<i>Strengths</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Complaint, hearing, and past systemic issue data identified by the Michigan Department of Education during previous monitoring are reported and reviewed with intermediate school districts at onsite monitoring visit. Specific targeted monitoring may be conducted based on the above data. • Monitoring data aggregated annually.
<i>Concerns</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Existing data not used to update interested parties. • Parent/guardian perspective of the process not gathered. • Systemic problems related to complaint investigations and due process hearings not routinely aggregated and disseminated across the state.
<i>Maintenance Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Maintain multisource data analysis and use with districts and agencies in the compliance monitoring process.
<i>Improvement Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Collect information about parents' experiences with complaints, due process hearings, etc. • Develop systematic method for collecting, describing, and reporting systemic issues relative to the results of all due process proceedings. Include broad stakeholder input.

State Indicator: (D) The correction, in a timely manner, of all deficiencies identified through the State's system for ensuring general supervision, increases.

<i>Current Data Sources</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • <i>Early On</i> System Review (1997-1999) <p><u>Part B</u></p> <ul style="list-style-type: none"> • Preliminary Michigan Monitoring Model (2000) • Special education monitoring correspondence (1998-2000) • Special education complaints (1998-1999) • Time lines: Due process hearings and complaint investigations (1999-2000)
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<i>Strengths</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • The Michigan Monitoring Model contains specific time line for submission of corrective actions (60 school days from receipt of report). Any variance must be requested and approved. (Preliminary Michigan Monitoring Model, Section 2)
<i>Concerns</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Data did not address timeliness issue. <p><u>Part B</u></p> <ul style="list-style-type: none"> • Timeliness of complaint investigations/resolutions and hearings continues to be an issue. • Recordkeeping is neither user-friendly nor efficient. • Complaint time lines frequently extended due to multiple issues. • Hearings frequently extended at request of attorneys or for reasons of qualitative resolutions.
<i>Maintenance Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Maintain monitoring time lines with specific data on rationale for extensions. • Review monitoring system for timeliness and accuracy of corrective actions.
<i>Improvement Strategies</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Collect data on timeliness of corrective response. • Establish procedures to compile, analyze, and disseminate these data for systematic use. • Implement the <i>Early On</i> System Review follow-up visits to validate corrections. <p><u>Part B</u></p> <ul style="list-style-type: none"> • Additional training for intermediate school district complaint staff. • Hearing officer training and evaluation. • Accountability of parties requesting time line extensions; communication with Michigan Department of Education should be required/improved. • Michigan Department of Education has initiated process to develop a new Compliance Information Management System which should be used to report complaint and hearing data systematically.

State Indicator: (E) Utilization of enforcement action, when necessary to address persistent deficiencies, increases.

<i>Current Data Sources</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Preliminary Michigan Monitoring Model (2000) • Special education monitoring correspondence (1998-2000) • Special education complaint investigations and corrective actions (1999-2000)
<i>Strengths</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Documentation indicates resolution in most cases. • Criteria identified for targeted monitoring per systemic noncompliance issues (Preliminary Michigan Monitoring Model, Section 1). • Repeated noncompliance results in financial sanctions (Preliminary Michigan Monitoring Model, Section 1).

<i>Strengths continued</i>	<ul style="list-style-type: none"> • Analysis of intermediate school district systemic issues, past systemic issues, hearings and complaints results in the identification of persistent deficiencies which must be addressed by the intermediate school district through corrective action. • Any noncompliant issues identified will be enforced through corrective actions, target monitoring, and financial sanctions. • Corrective actions determined by mutual consent between the Michigan Department of Education and the intermediate school district. • Corrective actions for complaints has included compensatory education ordered by the Michigan Department of Education.
<i>Concerns</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Need criteria for defining "persistent deficiencies." No evidence of use of longitudinal data. • Need data regarding state recouped money due to persistent noncompliance.
<i>Maintenance Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Maintain criteria for enforcement of consequences to address persistent deficiencies in the monitoring model.
<i>Improvement Strategies</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Begin enforcement action through follow up system review. <p><u>Part B</u></p> <ul style="list-style-type: none"> • Increase risk based monitoring of intermediate school districts. • Systematic analysis of complaints and impact of corrective actions needs to be undertaken.

State Indicator: (F) The incorporation of findings from the Office for Civil Rights, Office of Special Education Programs, court decisions and other data relative to the operation of State systems, into the State's monitoring process, increases.

<i>Current Data Sources</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Special education monitoring correspondence (1998-2000)
<i>Strengths</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Office of Special Education Program and Office of Civil Rights findings as well as court decisions are incorporated into Part B state monitoring. Findings influence "additional information" addendum to monitoring criteria, e.g., the time of special education service may be indicated by the Individualized Education Program Team as a "range of time" if it meets the needs of the student and is understood by all participants of the Team. A range of time may not serve the purpose of administrative convenience.
<i>Concerns</i>	<ul style="list-style-type: none"> • None
<i>Maintenance Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Continue ongoing review/revision of monitoring standards based on Office of Special Education Programs and Office of Civil Rights findings and court decisions.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • None

State Indicator: (G) The utilization of information, collected through state education agency/lead agency monitoring to effect systems change, increases.

<i>Current Data Sources</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • <i>Early On</i> System Review (1997-1999) <p><u>Part B</u></p> <ul style="list-style-type: none"> • Sample of Michigan Monitoring Model - Systemic Issues Reports (1998-2000)
<i>Strengths</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Part C report identifies statewide system analysis. Data sample provides example of system problem. <p><u>Part B</u></p> <ul style="list-style-type: none"> • Part B data are collected and documented within intermediate school districts to effect systemic improvement. Systemic issues require corrective actions that include personnel development activities. • Corrective actions mutually determined by Michigan Department of Education and district staff.
<i>Concerns</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Part B data identify intermediate school district level systemic problems. Data are not annually aggregated to create a statewide profile. • There is no evidence that the data are reported to stakeholders. • The monitoring systemic issue correction process is not yet fully aligned with the personnel development priorities and technical assistance plans.
<i>Maintenance Strategies</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Continue providing Evaluation Project and EETRK data to locals on a longitudinal basis. <p><u>Part B</u></p> <ul style="list-style-type: none"> • Continue to link monitoring systemic issue data to staff training. • Continue to link systemic issue corrections to specific district issues through mutual arrangements between Michigan Department of Education and districts.
<i>Improvement Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Develop a strategy to compile and use intermediate school district level Part B systemic problem findings so that they are shared statewide annually. • Link compliance monitoring data with the quality assurance model based on student outcome data. • Develop a coordinated system of training and sustained support of school personnel for issues associated with correction of district systemic issues. • Develop model of monitoring student outcomes that reflects the relationship between compliance and improved quality of service which in turn results in improved student outcomes.

State Indicator: (H) If the State transfers rights at the age of majority, the percentage of youth with disabilities who understand their rights and responsibilities upon reaching the age of majority increases.

<i>Current Data Sources</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Revised Monitoring Standards for Special Education (1997) - standard 128 • Monitoring Standards for Special Education (2000) - standard 152 • Michigan Department of Education Special Education Monitoring Summary (1998-1999; 1999-2000) • Focus groups of Michigan Part B students (2000) • Michigan Department of Education Individualized Education Program Team Manual (1999)
<i>Strengths</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Michigan has a mechanism in place to track the monitoring review process. • Monitoring data indicate that the standard referencing age of majority is in compliance at a rate of 97% for school years 1998-1999 and 1999-2000. • Student rights were a subject of the student focus group. • Clarification available through criteria references in the Monitoring Standards and Model and the Michigan Department of Education Individualized Education Program Team Manual. • Transition Services Project offers joint training of parents and professionals.
<i>Concerns</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Data provided address that students "are informed of" rather than "understand." • While Individualized Education Program Team report check-off indicates that "I have received and understand my rights," the Self-Assessment Team would like to see more exploration of understanding. • Focus groups of Part B students indicate 44% are aware of their rights as students receiving special education services.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue compliance monitoring for this requirement. • Continue training with Transition Services Project. • Continue conducting focus groups of students receiving special education services.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Use student focus group methodology to explore how well students understand their rights and responsibilities.

State Indicator: (I) Complaint investigations, mediations, and due process hearings and reviews are conducted in a timely manner.

<i>Current Data Sources</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Preliminary Michigan Monitoring Model (2000) • Office of Special Education and Early Intervention Services special education monitoring schedules for school years 1998-1999 and 1999-2000 • Dispute Resolution Project (2000) • Special education complaints (1998-1999; 1999-2000) • Time lines: Due process hearings and complaint investigations (1999-2000)
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<i>Strengths</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Only one complaint in the history of Part C implementation. • Dispute resolution resources are part of <i>Early On</i> training. • Informal dispute resolution appears to be in effect. <p><u>Part B</u></p> <ul style="list-style-type: none"> • Complaints and hearings are reviewed in compliance monitoring. • The Michigan Department of Education maintains summaries of hearings, complaints, and mediations.
<i>Concerns</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • 134 due process hearings have been initiated since 1/1/1999. 104 requests were resolved; 32% were within the time line. 11 State hearing reviews were conducted; 9% were completed within the time line. • 539 complaints have been filed since 1/1/1999; 53% were completed within 60 calendar days. • No data on second level actions (appeals). • Time lines for complaints and hearings should be sorted per issue within each complaint to determine appropriate timeliness.
<i>Maintenance Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Continue to analyze data from complaints, hearings, and past systemic monitoring issues as part of the monitoring process. • Require systemic corrective actions according to established time lines.
<i>Improvement Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Collect, analyze, and disseminate information regarding second level actions (appeals). • Use new Compliance Information Management System to analyze and report timeliness on a regular basis. • Analyze variables which impact timeliness.

State Indicator: (J) Decisions in complaint investigations, mediations, and due process hearings and reviews, which result in corrective actions are implemented in a timely manner.

<i>Current Data Sources</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Part C Annual Report <p><u>Part B</u></p> <ul style="list-style-type: none"> • Preliminary Michigan Monitoring Model (2000) • Special education monitoring correspondence (1998-2000) • Dispute Resolution Project (2000) • Special education complaints (1998-1999; 1999-2000)
<i>Strengths</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • No mediations have been requested for Part C which may reflect parent satisfaction with services received. <p><u>Part B</u></p> <ul style="list-style-type: none"> • Raw data exists on complaints and hearings. • Previous complaint, hearing, and monitoring systemic issues data for each intermediate school district are reviewed and correlated with the current compliance monitoring systemic issues identified through the special education monitoring review.

<i>Concerns</i>	<u>Part B</u> <ul style="list-style-type: none"> • Summary, analysis, and reporting of statewide data have not been undertaken. • Not able to identify preschool-specific complaints from data and what the nature of those might be.
<i>Maintenance Strategies</i>	<u>Part B</u> <ul style="list-style-type: none"> • Continue analysis of previous complaints, hearings, and monitoring systemic issues for each intermediate school district at the time of the special education monitoring review.
<i>Improvement Strategies</i>	<u>Part B</u> <ul style="list-style-type: none"> • Complete summary and analysis of data.

State Indicator: (K) The effective and appropriate provision of early intervention services and a free appropriate public education increases because decisions in complaint investigations, mediations, and due process hearings and reviews, which result in corrective actions, are implemented.

<i>Current Data Sources</i>	<u>Part C</u> <ul style="list-style-type: none"> • Part C Annual Performance Report (1999) <u>Part B</u> <ul style="list-style-type: none"> • Preliminary Michigan Monitoring Model (2000) • Special education monitoring correspondence (1998-2000) • Dispute Resolution Project (2000)
<i>Strengths</i>	<u>Part C</u> <ul style="list-style-type: none"> • There are no open complaints which may reflect parent satisfaction with services. <u>Part B</u> <ul style="list-style-type: none"> • Corrective actions for monitoring are referenced in the monitoring model (Section 10). The time line for corrective action is set at 60 school days. The Michigan Department of Education monitors time lines for the submission of correction actions. • Corrective actions for specific complaints and hearings are required; documentation of implementation is verified.
<i>Concerns</i>	<u>Part B</u> <ul style="list-style-type: none"> • Data are purely implementation data. The assumption is that implementation increases effectiveness of a free appropriate public education and improves student performance.
<i>Maintenance Strategies</i>	<u>Part B</u> <ul style="list-style-type: none"> • Continue analysis of previous complaints, hearings, and monitoring systemic issues, and correlate with current systemic issues identified through the special education monitoring process. • Maintain due process awareness with parents through distribution of procedural safeguards, special education parent handbooks, due process awareness at each Individualized Education Program Team meeting, and continue to monitor the due process procedures.
<i>Improvement Strategies</i>	<u>Part B</u> <ul style="list-style-type: none"> • Compile data regarding decisions, corrective actions, and implementation.

State Indicator: (L) Personnel training (including state education agency, lead agency, contractors, service providers, hearing officers, mediators, etc.), necessary to carry out administrative and service provision responsibilities (including transition planning) for infants, toddlers and children with disabilities, increases.

Current Data Sources

Part C

- *Early On* Personnel Development System (1997-2000)
- Local *Early On* Annual Reports (1999; 2000)
- Local *Early On* Contract Application - Section B (2000)
- *Early On* Evaluation Project - Service Coordinator Survey (2000)

Part B

- Training agenda for intermediate school district staff monitors (1999)
- Training agenda for Michigan Department of Education contract monitors (1999)
- Transition Services Project (1999)
- State Improvement Plan/State Improvement Grant (1999)
- Dispute Resolution Project - Mediation Training (2000)
- Hearing officer training (2000)
- Intermediate School District Plan Criteria (2000)
- Michigan Council for Exceptional Children - state strand (2000)
- National Association of State Directors of Special Education satellite conferences (1999-2000)
- Individuals with Disabilities Education Act 1997 Training (1998-2000)

Strengths

Part C

- Personnel development inservice contractor.

Part B

- Intermediate school districts document personnel development links to systemic issues identified in monitoring findings.
- Dispute Resolution Project keeps data and reports fairly comprehensive data for mediators.
- Trainer of Trainers - intermediate school district teams trained on new Individuals with Disabilities Education Act 1997 Individualized Education Program Team reports, with refresher.
- Use of satellite conference training modes.
- State Improvement Grant personnel development priorities.
- Intermediate school district and Michigan Department of Education monitors are trained annually and provided with the monitoring manual, standards document, and additional clarification information.
- Training agendas and list of partnerships are collected as part of the "proof of compliance" that inservice training was completed for systemic issues identified through the monitoring process.

Concerns

Parts C and B

- Accountability for Train the Trainer approach - Who tracks follow up local trainings with what results?

*Concerns
continued*

Part B

- Some training is decentralized. Does training occur? What is impact?
- Can't tell how many personnel have been trained and how turnover rate is addressed.
- Need training of administrative staff and contractors on preschool administrative issues.

Maintenance Strategies

Part C

- Continue contracting for Comprehensive System of Personnel Development

Part B

- Maintain trainings related to the monitoring model.
- Continue to disseminate monitoring model and monitoring standards.
- Continue training on computerized data collection for the Michigan Monitoring System.

Improvement Strategies

Part C

- Increase funding for personnel development if outcomes/evaluations reflect need.
- Develop a training model, provide training, and measure implementation and impact of training.

Parts C and B

- Align all personnel development and common evaluation; link to results for young children and students.
- Develop personnel development database - who attended, role in system, trainer, objectives, etc.
- Consider how to measure impact of training.

Part B

- Integrate systemic issues identified through monitoring, complaints, and hearings into the Michigan Department of Education State Improvement Plan and State Improvement Grant system for personnel training.

State Indicator: (M) Data from performance goals and indicators are used to target training and technical assistance.

Current Data Sources

Part C

- *Early On* Personnel Development System (1997-2000)
- *Early On* Evaluation Project - Service Coordinator Survey (2000)
- Local *Early On* Implementation Inventory (2000)
- Local *Early On* Application - Service Area Plans (1999; 2000)
- Part C Annual Performance Report (1999)

Parts C and B

- State Board of Education Goals for Special Education (1998)

*Current Data Sources
continued*

Part B

- Preliminary Michigan Monitoring Model (2000)
- Sample special education systemic issues corrective action reports (1998-2000)
- Michigan Monitoring Standards (2000) - Standards 106, 108, 209, 211
- State Improvement Plan/State Improvement Grant (1998)
- Part B Performance Report (1999)

Strengths

Part C

- *Early On* System Review
- Service Coordinator Surveys and Implementation Inventories have identified training needs and training received.

Part B

- The Michigan Department of Education has linked reporting of student performance to the Government Performance Results Act (GPRA) indicators. Examples: State Improvement Grant priorities are based on performance data and systemic needs in Michigan.
- Monitoring review analysis that drives training and builds in corrective action reports for intermediate school district and local education agency targeted training activities.
- The Michigan Quality Assurance Review pilot sites will begin to generate additional data in this area during the 2000-01 school year.
- Monitoring standards include implementation of the individualized education program and require onsite monitoring to ensure that annual goals are implemented, schedules are adhered to, that instruction is individualized of instruction, and that teachers have supplies/equipment to implement the goals. Both individual and systemic corrective actions are required for citations in these areas, including provider training. The training is mutually determined by intermediate school district and Michigan Department of Education staff.

Concerns

Part B

- No data are compiled to identify patterns and trends when calls come in to the Michigan Department of Education for technical assistance.
- The linkage between what is known about student performance and the provisions of training/technical assistance needs more emphasis.
- Lack of linkage of State Board of Education Goals and Part B Performance Standards for preschool special education to early childhood training.

Maintenance Strategies

Part C

- Continue using Implementation Inventories for service areas to self-assess training needs.

Part B

- Continue to monitor standards which relate to the implementation of the individualized education program.
- Continue to require staff training related to systemic issues identified through the special education monitoring review.

Improvement Strategies

Parts C and B

- Share information throughout system about data generated in monitoring and *Early On* System Review regarding system training needs.

Part B

- Create database to compile technical assistance requests within the Michigan Department of Education.
- Create stronger linkages between student performance and training/technical assistance.
- Utilize Early Childhood Programs Quality Standards and revise to apply to all early childhood programs (State Board of Education Goal).

State Indicator: (N) Training in procedural safeguards and the process of referral, identification, eligibility determination, individualized education program/individualized family service plan development and placement, increases for parents.

Current Data Sources

Part C

- *Early On* Personnel Development System (1997-2000)
- *Early On* System Review (1997-1999)
- *Early On* Family Information Exchange (2000)

Parts C and B

- Comprehensive Parent Services System (2000)
- Statewide Parent Advisory Committee trainings (2000)
- Intermediate School District Plan Criteria (2000) - parent advisory committees

Part B

- Individuals with Disabilities Education Act training participants (1998-2000)
- Individualized education program procedural safeguard acknowledgment on State Individualized Education Program Team report form
- Preliminary Michigan Monitoring Model (2000) - Administrative Interview; Parent/Student Participation Policies; Comprehensive System of Personnel Development Review
- Interim Michigan Monitoring Model (1998)
- Monitoring Schedule

Strengths

Part C

- Family Information Exchange collects data on how families get information on procedural safeguards.
- *Early On* System Review surveys families regarding their experience with procedural safeguards. Currently being collected from records review.
- CD rom training on procedural safeguards being developed with self-tests.
- Family Information Exchange telephone line established for procedural safeguards.

*Strengths
continued*

Part B

- Federally funded Parent Training and Information Centers and Statewide Parent Advisory Committee assisted in design of the monitoring model.
- Statewide Parent Advisory Committee supported by the Michigan Department of Education.
- Intermediate school district parent advisory committees.
- Intermediate school district Plan requirement for approval by parent advisory committee.
- Individuals with Disabilities Education Act implementation training included parents (parents also served as co-trainers).
- Monitoring trainings October 1998, October 1999, and October 2000.
- Individualized education program procedural safeguard requirement.
- Monitoring reports shared with intermediate school district boards of education and parent advisory committees (Preliminary Michigan Monitoring Model, Section 4)

Concerns

Parts C and B

- Parents are not getting enough training; data regarding number of parents trained are needed.
- Specific training regarding procedural safeguards not happening consistently.
- Need to coordinate Parts C and B more effectively; look at some of the data collection issues; data base compatibility.

Maintenance Strategies

Part C

- Continue funding training and information sharing projects (*Early On* Personnel Development System and Family Information Exchange).
- Continue *Early On* System Review Parent Survey

Part B

- Continue state and intermediate school district level parent advisory committees.
- Continue trainings on the Michigan Monitoring Manual.

Improvement Strategies

Parts C and B

- Link state discretionary initiatives to specific training needs among parents.
- Develop additional or alternative training opportunities, e.g., video, audio, etc.
- Collect data regarding newly developed training.

State Indicator: (O) The percentage of hearing decisions that are sustained when appealed increases.

Current Data Sources

Part B

- Complaint appeals and overturns (1998-1999; 1999-2000)

Strengths

- None

Concerns

Part B

- Data not routinely compiled, analyzed, or reported.

Maintenance Strategies

- None

<i>Improvement Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Compilation and analysis of hearing data would be valuable to stakeholders.
<p><u>State Indicator:</u> (P) The identification of systemic issues increases through collection of information in complaint resolution, mediation procedures, due process hearings, monitoring, and other compliance mechanisms.</p>	
<i>Current Data Sources</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Special education "systemic issues" corrective action reports (1998-2000) • Secondary data sources: complaint data, hearing data, previous monitoring systemic issue reports (1997-2000)
<i>Strengths</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Monitoring systemic issues are identified and reported with technical support of a computerized monitoring data system. • Previous complaints, hearings, and systemic issues are reviewed and analyzed with currently identified systemic issues through the monitoring process. Examples: (1) Transition, as a systemic issue, continues to drive state emphasis on training. (2) New statewide autism initiative is tied to systemic issues identified through complaint process. • Intermediate school district and Michigan Department of Education monitoring utilize same standards/criteria of measurement, format for reporting, system for reporting, and computerized system for reporting.
<i>Concerns</i>	<p><u>Parts C and B</u></p> <ul style="list-style-type: none"> • These data are not widely reported to all stakeholder groups.
<i>Maintenance Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Continue systemic review of complaints, hearings, previous systemic issues in the compliance monitoring process. • Continue to update computerized monitoring program.
<i>Improvement Strategies</i>	<p><u>Parts C and B</u></p> <ul style="list-style-type: none"> • Explore a common data collection format with all involved parties (State Departments, parent advisory committees and parents, local education agencies and intermediate school districts, State Interagency Coordinating Council and Special Education Advisory Committee). Record findings from hearing officers, mediators, and other involved parties in that format. <p><u>Part B</u></p> <ul style="list-style-type: none"> • Compare systemic issues identified using this data with findings from the Quality Assurance Review model. • Annually report to stakeholders, systemic issues identified in monitoring.

State Indicator: (Q) Utilization of guidance, technical assistance, and oversight by the state education agency/lead agency to correct identified deficiencies increases.

Current Data Sources

Part C

- *Early On* Personnel Development System (1997-2000)
- *Early On* System Review (1997-2000)
- *Early On* Evaluation Project - Family Survey (1999)

Part B

- State Improvement Plan/State Improvement Grant (1998)
- Memorandum clarifying present level of educational performance/annual goals (2000)
- Training agenda for intermediate school district staff monitors (1999)
- Training agenda for Michigan Department of Education contract monitors (1999)
- Michigan Monitoring Model - Parent Survey (1998-1999; 1999-2000)
- Revised Michigan Monitoring Standards for Special Education (1997) - criteria for measurement
- Preliminary Michigan Monitoring Model (2000)
- Individuals with Disabilities Education Act 1997 Training (1998-2000)

Strengths

Part C

- *Early On* System Review process and practice are in place to generate needs assessments, which in turn are intended to identify and provide training, strategic planning and technical assistance. Data confirms that this process is occurring.

Part B

- Michigan Monitoring Model processes and practices are in place to implement needs assessments, which in turn are intended to generate training and technical assistance. Anecdotal evidence submitted by each intermediate school district as corrective actions shows both are occurring. All corrective actions are confirmed by the Michigan Department of Education.
- Training of Trainers - intermediate school district teams were trained by the Michigan Department of Education on new Individuals with Disabilities Education Act 1997 on improving individualized education programs based on new federal regulations (teams included parents).
- State Improvement Grant and Transition Services Project focus on statewide transition training and technical assistance.

Concerns

Parts C and B

- No data on learning outcomes specifically related to correcting deficiencies.

Maintenance Strategies

Parts C and B

- Continue with *Early On* System Review and monitoring processes to identify needs.

Part B

- Continue to update the Michigan Monitoring Manuals and revise the Michigan Monitoring Standards as required by legislative changes and Office of Special Education Program findings and Office of Civil Rights review findings.

Improvement Strategies

Part C

- Increase professional development resources if outcomes/evaluation reflect need.

Parts C and B

- Collect data connecting monitoring/*Early On* System Review with training and technical assistance.
- Create a mechanism for equitable access to technical assistance.
- Develop a strategic plan for improvement in practices relative to child/student outcomes.
- Measure learning outcomes impacted by correcting deficiencies.
- Develop a mechanism for periodically reporting progress of technical assistance implementation plan.
- Align all personnel development and evaluation forms; link to results for young children and students.
- Share information throughout system about data generated in monitoring and *Early On* System Review regarding system training needs.
- Create database for compilation of technical assistance requests within the Michigan Department of Education.
- Develop longitudinal impact measures for statewide training and technical assistance.

Part B

- Link information gained through various compliance mechanisms to school improvement planning at the local level.

State Indicator: (R) Utilization of guidance, technical assistance, and oversight by the state education agency/lead agency to meet identified needs of parents, administrators, and service providers, increases.

Current Data Sources

Part C

- *Early On* Personnel Development System (1997-2000)
- *Early On* System Review (1997-1999)
- *Early On* Evaluation Project - Family Survey (1999)
- *Early On* Evaluation Project - Service Coordinator Survey (2000)
- *Early On* Parent Leadership Program (2000)

Parts B

- Citizens Alliance to Uphold Special Education advocate newsletter (Third Quarter Report, 2000) - evaluation survey results
- State Improvement Plan/State Improvement Grant (1998)
- Training agendas of intermediate school district and Michigan Department of Education contract monitors (1999)
- Corrective action monitoring reports with identified areas for administrator and staff trainings (1998-2000)

Strengths

Part C

- *Early On* System Review process and practices are in place to generate needs assessments, which in turn are intended to identify and provide training, strategies planning and technical assistance. Data confirm that this process is occurring. There are data through family/administrator/service provider surveys which identify learning outcome needs.

<i>Strengths continued</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Michigan Monitoring Model process and practices are in place to implement needs assessments, which in turn are intended to generate training and technical assistance. • The systemic corrective action processes also generates training and technical assistance. • Increased need for guidance and technical assistance in statewide assessment/accommodations has been addressed by staffing priorities at the Michigan Department of Education; ongoing technical assistance and training is available.
<i>Concerns</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • No data on learning outcomes or changes in behavior. • Limited systematic parent/administrator/ service provider training or technical assistance. • No coordinated collection of anecdotal hotline information; no follow-up on outcomes.
<i>Maintenance Strategies</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Continue to measure learning outcomes from trainings and technical assistance. <p><u>Part B</u></p> <ul style="list-style-type: none"> • Maintain Capacity Building Grants to respond to training needs.
<i>Improvement Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Identify needs of stakeholders for training. • Gather longitudinal data to identify trends in learning outcomes. • Coordinate collection of anecdotal hotline information and follow up on outcomes. • Designate more specific learning outcomes. • Develop and implement a revised needs assessment process for administrators and service providers. Provide training and technical assistance related to identified needs.

State Indicator: (S) Utilization of guidance, technical assistance, and oversight by the state education agency/lead agency to promote improvement of services (e.g., promising practices, model programs, demonstration project, etc.) to children with disabilities increases.

<i>Current Data Sources</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • <i>Early On</i> Personnel Development System (1997-2000) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • Local <i>Early On</i> Contract Application - Section B (2000) • Part C Annual Performance Report (1999) <p><u>Part B</u></p> <ul style="list-style-type: none"> • Local Capacity Building Grants (2000) • State Improvement Plan/State Improvement Grant (1998) • Quality Assurance Review model (2000) • Monitoring standards for individualized education program implementation (i.e., standards 106, 208, 209, 211) and reporting student progress standards (172-173)
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Strengths

Part C

- State initiated projects and technical assistance activities are developed through a direct link and ongoing process with the *Early On* Annual Performance Report and *Early On* Personnel Development System Reports.
- Developing demonstration sites for natural environments, transition, and least restrictive environment.

Part B

- The State Improvement Plan/State Improvement Grant includes a number of priorities, i.e. positive behavior supports, personnel supply and demand, and transition. At this time, there is a direct link between these efforts and day-to-day guidance, technical assistance and oversight in a limited number of pilot sites.
- Monitoring standards for individualized education program implementation and reporting student progress provide specific data on baseline practice per the specifications in the Revised Michigan Monitoring Model.
- New initiative on data-based strategies for outcome focused priorities has been integrated with capacity building grants.

Concerns

Part C

- More technical assistance needed to address early childhood transition and natural environment issues.

Part B

- No data on calls for technical assistance and compliance for preschool special education.
- Training/technical assistance needed for local education agencies in providing free appropriate public education to eligible preschoolers.

Maintenance Strategies

Part C

- Continue to utilize the process of identifying promising practices from the Annual Report and *Early On* Personnel Development System information.

Part B

- Continue to monitor the individualized education program implementation standards and require individual and systemic corrective actions to those standards.

Improvement Strategies

Part C

- Target training as identified through *Early On* surveys and Implementation Inventories

Part B

- Integrate State Improvement Plan/State Improvement Grant development strategies into technical assistance and monitoring systems.
- Implement the Quality Assurance Review model, including the self-assessment indicators to link findings to technical assistance.
- Develop policies and training regarding access to general education curriculum and appropriate activities for preschoolers with disabilities.

State Indicator: (T) Progress toward performance goals and indicators is evaluated and revised, as appropriate, and reported every 2 years utilizing a variety of data (including data required by the Office of Special Education Programs).

<i>Current Data Sources</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • <i>Early On</i> Data, Information, and Reporting/EETRK (1994-1999) • Local <i>Early On</i> Contract Application - Service Area Plans (1999; 2000) <p><u>Parts C and B</u></p> <ul style="list-style-type: none"> • Performance Reports (1999) <p><u>Part B</u></p> <ul style="list-style-type: none"> • State Improvement Plan/State Improvement Grant (1998)
<i>Strengths</i>	<p><u>Parts C and B</u></p> <ul style="list-style-type: none"> • Performance Reports describe progress toward performance goals and indicators including Government Performance Results Act indicators.
<i>Concerns</i>	<ul style="list-style-type: none"> • None
<i>Maintenance Strategies</i>	<p><u>Parts C and B</u></p> <ul style="list-style-type: none"> • Continue current process and reporting.
<i>Improvement Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Create data profile for each local education agency/intermediate school district reflecting strengths and needs through consistent quantitative data collection (a State Board of Education Goal). • Identify performance goals and indicators through a strategic planning process like <i>Early On</i> System Review and align with intermediate school district Plans.

State Indicator: (U) The use of performance goals and indicators to evaluate programs increases.

<i>Current Data Sources</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (2000) • Local <i>Early On</i> Annual Reports (1999; 2000) • <i>Early On</i> Personnel Development System (1997-2000) <p><u>Parts C and B</u></p> <ul style="list-style-type: none"> • Performance Report (1999) <p><u>Part B</u></p> <ul style="list-style-type: none"> • Monitoring Standards for Special Education (2000) • Preliminary Michigan Monitoring Model (2000) • Quality Assurance Review Model (2000) • State Board of Education Goals for Special Education (1998)
<i>Strengths</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Local <i>Early On</i> Annual Reports measure performance goals and align them to local service area action plans.

*Strengths
continued*

Part B

- Pilot initiatives measures performance indicators using existing data from State Improvement Plan, statewide assessment of student performance, and parent satisfaction measured during intermediate school district and the Michigan Department of Education monitoring processes.
- Monitoring has individualized education program implementation standards for annual goal instruction, and reporting student progress.
- Specific monitoring standards for special education programs and services monitored annually by each intermediate school district and on a five-year cycle by the Michigan Department of Education.
- Implementing Quality Assurance Review model in four pilot sites.
- State Board of Education goals address revisiting the Quality Standards for General Early Childhood to include all children and preschool programs.

Concerns

Part C

- Goals and indicators focus on system capacity, not child and family outcomes.

Part B

- Monitoring not based on performance goals and indicators.
- Parent satisfaction data not utilized effectively or translated into action plans.

Maintenance Strategies

Part C

- Continue to report system performance.
- Continue to collect information on family outcomes through *Early On Family Survey*

Part B

- Continue to develop pilot initiatives and measure their outcomes.
- Continue the compliance monitoring of individualized education program implementation.
- Continue to measure parent satisfaction.

Improvement Strategies

Part C

- Develop and report on child outcome measures.

Part B

- Develop performance indicators for programs linked to State Improvement Plan/State Improvement Grant goals and other state initiatives and translate parent satisfaction data into program action plans.
- Assure that new state accreditation system addresses performance goals and objectives.

State Indicator: (V) The utilization of results from parent and student surveys and other parent-driven data, when available, for State decision-making, compliance and program improvement, increases.

Current Data Sources

Part C

- *Early On* Evaluation Project - Family Survey (2000)
- *Early On* System Review (1997-1999)

Part B

- Preliminary Michigan Monitoring Model (2000)
- Monitoring Standards for Special Education (2000) - Interview item 15
- Michigan Monitoring Model - Parent Survey (1998-1999; 1999-2000)
- Focus groups of Michigan Part B students (2000)
- Quality Assurance Review model (2000)
- Statewide Parent Survey (2000)

Strengths

Part C

- Parent data used for local compliance reviews and action plans.

Part B

- Parent participation and satisfaction survey data gathered as part of monitoring process.
- Preliminary data from student focus groups exists.
- Pilot statewide parent survey conducted.
- Compliance monitoring addresses parent input in the forms review of:
 - multidisciplinary evaluation team process, standard #78;
 - evaluation review, standard #602;
 - individualized education program, standard #114 for considering parent's concerns for enhancing the education of the student; and
 - participation at the individualized education program, standard #95.
- Representation of Parent Training and Information Centers and Statewide Parent Advisory Committee on Michigan Monitoring Model development team.

Concerns

Part C

- Parent data are not used systematically in developing statewide policy.

Part B

- Very limited data exist from students.

Maintenance Strategies

Part C

- Continue annual *Early On* Family Survey.

Parts C and B

- Maintain the monitoring processes.

Improvement Strategies

Parts C and B

- Standardize data collection across projects funded by the Michigan Department of Education to result in the ability to compile data from a variety of sources.
- Gather information in a variety of ways, ongoing student and parent focus groups, surveys and feedback tools such as telephone, internet input, written input, interviews, etc.
- Systematically use data from parents and students in the development of statewide policies and program improvement activities.

Part B

- Implement routine practices for gathering parent data.
 - Develop and implement a systematic student input data collection process (build upon what's been learned through pilot student focus groups).
 - Use information collected in Part B biennial performance report to the Office of Special Education Programs.
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General Supervision

Cluster Objective

Effective general supervision of the implementation of the Individuals with Disabilities Education Act is ensured through the State education agency's (SEA) and lead agency's (LA) development and utilization of mechanisms and activities, in a coordinated system, that results in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE), and all eligible infants and toddlers and their families having available early intervention services (EIS) in the natural environments (NE) appropriate for the child.

Component GS.2 — Appropriate and timely services are ensured through interagency coordination and assignment of fiscal responsibility.

Component Analysis

The related indicators analyze:

- A. Services to which an infant/toddler is entitled under any other sources, not paid for with Part C funds
- B. Sources exhausted before Part C funds utilized
- C. Services, in natural environments, provided through interagency coordination resources
- D. Services provided in a timely manner
- E. Children continue to receive services during resolution of interagency disputes
- F. Coordination of child find, evaluation, and services through interagency agreements
- G. Development of coordinated service systems and school based improvement plans
- H. Financial responsibility of noneducational public agencies obligated to provide or pay for services preceding financial responsibility of the educational agency

The following data sources served as documentation in the analysis of Michigan's performance on this component:

Part C

- *Early On*® Data, Information and Reporting/EETRK
- Local *Early On*: Contract Application, Memoranda of Understanding, and Annual Budget Reports
- *Early On* Evaluation Project
- Part H Interagency Agreement of Eligible Infants and Toddlers and their Families
- *Early On* System Review
- *Early On* Complaint Resolution Process
- Michigan Department of Education Program Fiscal Reviews

Part B

- Family Independence Agency Plan
- Michigan Department of Corrections Special Education Plan
- Michigan Department of Community Mental Health Behavioral Health Plan
- The Revised School Code
- Michigan Revised Administrative Rules
- Special Education Complaints

Implementation in Michigan

Part C Compliance Monitoring

The *Early On* System Review process assures that there is coordination among human service agencies and that identification, evaluation, service coordination, and services as specified in the Individualized Family Service Plan are provided to families at no cost. The Record Review Checklist also monitors timeliness and fiscal responsibility.

The 2000-2001 Local *Early On* Contract Application, Section B requires that the service areas provide documentation of the Memoranda of Understanding, policies and procedures of Local Interagency Coordinating Councils, Payor of Last Resort process and data, and contracts for services.

The required policies and procedures must include the following:

- Developing, implementing, assuring completeness, and monitoring of the Individualized Family Service Plan.
- Maintaining the forty-five day time line for implementation of the Individualized Family Service Plan.
- Monitoring timeliness of reviews and transitions.
- Addressing family concerns, priorities, and resources.
- Assuring family involvement in the Individualized Family Service Plan and the service\delivery processes, and identifying a service coordinator and service providers.

Local *Early On* Contract Application must have funding requirements that assure that the service area may not charge parents for identification, evaluation, and assessment; service coordination; and individualized family service planning, implementation, and development.

Part B Compliance Monitoring

To assure that there is a full continuum of services available to students with disabilities, the intermediate school district is required to assure in its Plan and document:

- Agreements between local districts
- Agreements with private contractors
- Agreements between agencies

For secondary transition, there are agreements among school districts, agencies, and employers providing work experience.

The special education monitoring review requires that:

- The continuum of special education programs and services is described to each parent so that information is available to determine the most appropriate program and service(s) in the least restrictive environment at the Individualized Education Program Team meeting.
- For implementation, the Individualized Education Program Team report is tracked into the classroom to determine the appropriateness of program and services through the review of student schedules, the alignment of instruction with the annual goals, and individualization of instruction.
- Student placement is specified in the current Individualized Education Program Team report, and, therefore, requires that placement adheres to the stay-put requirements during disputes.

All programs and services must be provided at public expense per the Michigan Revised Administrative Rules for Special Education.

The Michigan Department of Education provides funding for data collection and service needs related to this component including:

Part C

- Michigan Interagency Collaboration Grant Awards for Part C. The Michigan Department of Education funds *Early On* partnership positions at each of the state agencies that pay for or provide *Early On* services. The Public Health Division and Mental Health Division of the Department of Community Health are funded as is the Family Independence Agency (Michigan's department of social services). This funding supports the interagency work of both a parent and professional at each agency or division.
- Data Collection, Information, and EETRK training. This grant supports the data management components of the *Early On* system: compiling data on the numbers of infants and toddlers with special needs and their families in the State in need of appropriate early intervention services, the number served, and types of services provided. The Project provides technical assistance and training necessary to facilitate the collection and interpretation of data and information necessary to ascertain the progress in service in order to develop a service area plan. These data are collected, analyzed, and service area profiles are created and distributed to the State Interagency Coordinating Council, the Michigan Department of Education Office of Special Education and Early Intervention Services, local services, and other interested parties.
- *Early On* Evaluation Project: The Evaluation Project maintains ongoing survey evaluations of *Early On* Michigan. The findings are used as part of a quality improvement process to better support families and young children with disabilities and Local Interagency Coordinating Councils. Technical assistance is provided to facilitate the interpretation and use of evaluation information. The results of the surveys are collected, analyzed, and service area profiles are created and distributed to the State Interagency Coordinating Council, the Michigan Department of Education Office of Special Education and Early Intervention Services, local service areas, and other interested parties. The surveys drive training and technical assistance.

Part B

- The Michigan Department of Education has entered into interagency agreements with the following state departments: Department of Community Health (divisions of public health and mental health), Family Independence Agency (division of social services), Department of Career Development - Vocational Rehabilitation Services, and Department of Corrections.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

Part C

- The interagency agreements in the Part C system and the Interagency Coordinating Councils provide strong basis for interagency coordination.
- The program fiscal reviews focus on "payor of last resort" expenditures which assure district accountability for Part C.
- The new "Complaint Process for Part C" is drafted and has interagency support.
- The *Early On* Data, Information and Reporting Project/EETRK produces reliable data.

Part B

- The Intermediate School District Plan Criteria provide the basis for a coordinated special education district level system of organization.
- The program fiscal review for special education provides data on district disbursement of Individuals with Disabilities Education Act funds, and assures district accountability.

The Steering Committee identified, and Public Meeting input validated substantive continuing needs that include:

Part C

- Some of the interagency agreements for *Early On* do not contain sufficient detail. Part of the missing detail is the specificity of agency payment arrangements.
- There is a need to identify better mechanisms for coordinating efforts with Head Start, Tribal Councils, and at-risk programs for preschool aged children.
- There is a need for congruency between federal and state regulations
- There is a need for timely payment of service.
- Technical assistance is needed regarding fiscal roles and responsibilities in the *Early On* system
- There are insufficient data to demonstrate payment sources and amounts for a variety of federal, state, and private sources or service providers.

Part B

- There is no way to track interruption of service except through a complaint or through a monitoring sample.
- Policy development is needed to ensure that other agencies provide and pay for required services, particularly as it relates to secondary transition.

Summary

Part C

The Michigan Department of Education program fiscal reviews, which concentrate on the "payor of last resort," was identified as a strength. There is a strong interagency system embedded in the Part C model. Needs for data were identified to address other aspects of the indicators relating to the component. Education agencies have taken increasingly greater responsibility for providing and paying for Part C services as managed care system reform and privatization have impacted interagency provision of services.

Part B

A description of a full continuum of special education programs and services is a required part of each intermediate school district Plan, and must be provided to parents prior to the Individualized Education Program Team meeting. Documentation is provided during the monitoring process by reviewing the contracts between districts, with agencies, and with contractors, including the contracts related to the provision of transition services. Individualized Education Program Team reports are reviewed to assure that students are provided appropriate program and services. There is a stay-put provision to assure that the program and services continue through dispute resolution. All programs and services must be provided at public expense as indicated in the Revised Administrative Rules for Special Education.

Indicator Analysis

State Indicator: (A) Services to which an eligible infant or toddler is entitled under any other Federal, State, private, and local sources, are not paid for with Part C funds.

<i>Current Data Sources</i>	<u>Part C</u> <ul style="list-style-type: none">• Part H Interagency Agreement of Eligible Infants and Toddlers and their Families (1993)• Michigan Department of Education program fiscal reviews• Local <i>Early On</i> Annual Budget Reports (1999; 2000)• Local <i>Early On</i> Applications - Section B (2000)
<i>Strengths</i>	<u>Part C</u> <ul style="list-style-type: none">• General interagency agreements in place.• EETRK data can show shift in participation of agencies/referral sources.
<i>Concerns</i>	<u>Part C</u> <ul style="list-style-type: none">• Interagency agreements do not contain sufficient detail.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Maintain budget review and program fiscal review.
<i>Improvement Strategies</i>	<u>Part C</u> <ul style="list-style-type: none">• Analyze the final expenditures/reports from Local Interagency Coordinating Councils for fluctuations in direct service expenditures. Require other agencies to produce financial reports (if they receive <i>Early On</i> funds and/or have signed Interagency Agreement), that include in-kind cost and services paid/provided by other agencies to children birth through 2 not paid for by <i>Early On</i> funds. This will assess some level of <i>Early On</i> funds as "last resort" versus primary funds.• Legislation is needed to ensure that other agencies provide and pay for required services.• Adapt <i>Early On</i> Local Implementation Survey to gather information on use of <i>Early On</i> gap funds (payor of last resort).

State Indicator: (B) All Federal, State, private, and local sources are exhausted before Part C funds are utilized.

<i>Current Data Sources</i>	<u>Part C</u> <ul style="list-style-type: none">• Part H Interagency Agreement of Eligible Infants and Toddlers and their Families (1993)• Michigan Department of Education program fiscal reviews• Local <i>Early On</i> Contract Application - Section B (2000)• <i>Early On</i> Data, Information, and Reporting/EETRK (1996-1999)
<i>Strengths</i>	<u>Part C</u> <ul style="list-style-type: none">• General interagency agreements in place.• Michigan Department of Education program fiscal reviews concentrate on "payor of last resort" expenditures to assure accountability.• EETRK data shows shift in participation.
<i>Concerns</i>	<u>Part C</u> <ul style="list-style-type: none">• No detail in this area or way to identify specifics of who is supposed to pay or who does pay.

<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue program fiscal reviews of Part C funds.
<i>Improvement Strategies</i>	<u>Part C</u> <ul style="list-style-type: none"> • Enact policy and translate into implementation and compliance/monitoring. • Require "payor" field to be completed in EETRK.

State Indicator: (C) Services, in natural environments, to eligible infants and toddlers, are provided through interagency coordination which utilizes a variety of Federal, State, private and local resources.

<i>Current Data Sources</i>	<u>Part C</u> <ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (1999) • <i>Early On</i> Data, Information, and Reporting/EETRK (1994-1999)
<i>Strengths</i>	<u>Part C</u> <ul style="list-style-type: none"> • The program fiscal reviews do concentrate on "payor of last resort" expenditures to assure accountability.
<i>Concerns</i>	<u>Part C</u> <ul style="list-style-type: none"> • Insufficient data to demonstrate payment sources and amounts from a variety of federal, state, and private sources or service providers.
<i>Maintenance Strategies</i>	<u>Part C</u> <ul style="list-style-type: none"> • Continue to ask primary settings items on EETRK as a required field. • Continue collecting information on services by setting on the Family Survey.
<i>Improvement Strategies</i>	<u>Part C</u> <ul style="list-style-type: none"> • Require data input in EETRK to determine who is providing the service to ensure interagency coordination and indicate source(s) of payment(s). • Add a field in EETRK that indicates that location is a Natural Environment as defined in federal regulations. • Align responsibility between State Interagency Agreement and resources available at the local level (including child care providers) that covers natural environments and timeliness.

State Indicator: (D) Services are provided in a timely manner and are not delayed because of payment disputes.

<i>Current Data Sources</i>	<u>Part C</u> <ul style="list-style-type: none"> • Part H Interagency Agreement of Eligible Infants and Toddlers and their Families (1993) • <i>Early On</i> Evaluation Project - Family Survey (1999) • <i>Early On</i> System Review (1997-1999) <u>Part B</u> <ul style="list-style-type: none"> • Special Education Complaints (1998-1999; 1999-2000) • Michigan Revised Administrative Rules for Special Education, R340.1701b(e) • The Revised School Code, §380.1705 and §380.1703
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<i>Strengths</i>	<u>Part B</u> <ul style="list-style-type: none"> • Michigan Revised Administrative Rules for Special Education require that services be provided without regard to payment source or dispute. • Michigan mandate for special education requires services be provided.
<i>Concerns</i>	<u>Part C</u> <ul style="list-style-type: none"> • Differences between federal and state regulations. • Need documentation of payment disputes versus lack of services due to ineligibility for services.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue current requirements.
<i>Improvement Strategies</i>	<u>Part C</u> <ul style="list-style-type: none"> • Implement accountability for timely provision and payment of services. • Look at <i>Early On</i> System Review and payor of last resort policies across areas to determine timely manner and answer payment disputes. • Reallocate resources supported through policy and legislation, and align policy with compliance and monitoring of capacity. • Provide training to staff and <i>Early On</i> Coordinators regarding fiscal roles and responsibilities, and awareness of programs and services within other agencies. • Adapt <i>Early On</i> Service Coordinator Survey to collect this information.

State Indicator: (E) Children with disabilities continue to receive appropriate services during the resolution, by the State Education Agency/Lead Agency, of interagency disputes.

<i>Current Data Sources</i>	<u>Part C</u> <ul style="list-style-type: none"> • <i>Early On</i> Complaint Resolution Process (2000) <u>Part B</u> <ul style="list-style-type: none"> • Special Education Complaints (1998-1999; 1999-2000) • Michigan Revised Administrative Rules for Special Education - Complaint Procedures
<i>Strengths</i>	<u>Part C</u> <ul style="list-style-type: none"> • Complaint Resolution Process drafted and approved by interagency partners. <u>Part B</u> <ul style="list-style-type: none"> • One of 239 complaints related to "stay put."
<i>Concerns</i>	<u>Part B</u> <ul style="list-style-type: none"> • Currently no way of tracking interruption of service except through complaint process.
<i>Maintenance Strategies</i>	<u>Part C</u> <ul style="list-style-type: none"> • Finalize <i>Early On</i> Complaint Resolution Process.
<i>Improvement Strategies</i>	<u>Part B</u> <ul style="list-style-type: none"> • Formalize "Supervisors Complaint Log;" place on web site for districts to review and monitor for prevention of similar situation.

State Indicator: (F) The coordination of efforts for child find, evaluation and provision of services, through interagency agreements and other mechanisms, increases.

<i>Current Data Sources</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Part H Interagency Agreement of Eligible Infants and Toddlers and their Families (1993) • <i>Early On</i> Evaluation Project - Local Implementation Survey (1999) • Local Memorandums of Understanding for <i>Early On</i> <p><u>Parts C and B</u></p> <ul style="list-style-type: none"> • Michigan Department of Community Health, Behavioral Health Plan (1998-2001) • Michigan Family Independence Agency Plan (1998-2001) <p><u>Part B</u></p> <ul style="list-style-type: none"> • Michigan Department of Corrections Special Education Plan, Part 1 - Comprehensive Special Education Services (1998)
<i>Strengths</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Local Interagency Coordinating Councils with interagency agreements • State Interagency Coordinating Council with interagency agreements
<i>Concerns</i>	<ul style="list-style-type: none"> • Need better mechanism for coordinating efforts with Head Start, Tribal Councils, and at risk programs for preschool aged children. • Local interagency agreements with Head Start are variable.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue revising and implementing interagency agreements.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Consider State Interagency Coordinating Council and Local Interagency Coordinating Councils as mechanisms to coordinate services to age 5.

State Indicator: (G) The development of coordinated service systems and school based improvement plans, promoted by the state education agency/lead agency increases.

<i>Current Data Sources</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Part H Interagency Agreement of Eligible Infants and Toddlers and their Families (1993) • <i>Early On</i> Evaluation Project - Local Implementation Survey (1999) <p><u>Part B</u></p> <ul style="list-style-type: none"> • Michigan Department of Community Health, Behavioral Health Plan (1998-2001) • Michigan Family Independence Agency Plan (1998-2001) • Michigan Department of Corrections Special Education Plan, Part 1 - Comprehensive Special Education Services (1998-2001) • Interagency agreement between the Michigan Department of Career Development-Rehabilitation Services and the Michigan Department of Education
<i>Strengths</i>	<ul style="list-style-type: none"> • Quality Assurance Review indicators focus on students with disabilities. • Interagency focus on "wrap-around" services. • Interagency focus on transition services.

<i>Concerns</i>	<ul style="list-style-type: none"> • Achieving statewide provision of quality interagency services.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue focus and improvement of interagency agreements and provision of services.
<i>Improvement Strategies</i>	<u>Part B</u> <ul style="list-style-type: none"> • School-based improvement plans modeled on Part C interagency system and individualized family service plans. • Expand Quality Assurance Review.

State Indicator: (H) The financial responsibility of noneducational public agencies that are otherwise obligated under federal or state law to provide or pay for services that are also considered special education or related services must precede the financial responsibility of the educational agency.

<i>Current Data Sources</i>	<u>Part C</u> <ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Local Implementation Survey (1999) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) <u>Parts C and B</u> <ul style="list-style-type: none"> • Michigan Department of Education program fiscal reviews <u>Part B</u> <ul style="list-style-type: none"> • Michigan Department of Corrections Special Education Plan, Part 1 - Comprehensive Special Education Services (1998-2001) • Michigan Department of Community Health, Behavioral Health Plan (1998-2001) • Michigan Family Independence Agency Plan (1998-2001)
<i>Strengths</i>	<ul style="list-style-type: none"> • Data sufficient to address this indicator.
<i>Concerns</i>	<ul style="list-style-type: none"> • At times, children with disabilities identified by Head Start are sent to preschool special education programs.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Maintain and revise agreements between agencies.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Increase awareness responsibilities of special education and Head Start through trainings and monitoring.

General Supervision

Cluster Objective

Effective general supervision of the implementation of the Individuals with Disabilities Education Act is ensured through the State education agency's (SEA) and lead agency's (LA) development and utilization of mechanisms and activities, in a coordinated system, that results in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE), and all eligible infants and toddlers and their families having available early intervention services (EIS) in the natural environments (NE) appropriate for the child.

Component GS.3 — Appropriate special education and related services are provided to children with disabilities served in juvenile and adult correctional facilities in the State. (May be reviewed at the local level depending upon the state agency responsibility.)

Component Analysis

The related indicators analyze, for eligible youth with disabilities in local and state juvenile and adult correctional facilities:

- A. The percentage receiving a free appropriate public education
- B. Whether they are afforded same rights under the Individuals with Disabilities Education Act (IDEA) as youth with disabilities served by public agencies, subject to exceptions in IDEA 612(a)(1)(B)(ii) and 614(d)(6)

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Monitoring Model and monitoring correspondence with the Michigan Department of Corrections and the Family Independence Agency
- Monitoring inservice training agenda for the Michigan Department of Corrections staff
- Department of Corrections Agency Plan and Monitoring Corrective Action Report
- Family Independence Agency Monitoring Corrective Action Plans

Implementation in Michigan

Part B

The Michigan Department of Education monitors the special education programs and services in the Michigan Department of Corrections, the juvenile detention centers of the Family Independence Agency, and the Department of Community Health. During the years that the Michigan Department of Education does not monitor state agencies, these state agencies are required to monitor their special education programs and services, and report the results to the Michigan Department of Education. All state agencies and state operated facilities also must submit a special education plan or policy to the Michigan Department of Education and are subject to the special education monitoring review process. The Family Independence Agency and the Department of Corrections were monitored during the 1999-2000 school year.

The Michigan Department of Education has interagency agreements with the Family Independence Agency, Department of Corrections, Department of Community Health, operating policies with the Michigan School for the Blind and draft operating procedures with the Michigan School for the Deaf.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- The state schools and state agencies are subject to special education monitoring to ensure that students receive a free appropriate public education.
- Juvenile justice system staff training requests are increasing.

The Steering Committee considers aspects of this component as warranting continued attention. Important needs that the Committee has identified include:

- Additional data are required from other agencies regarding percentage of students served in special education.
- There is a general consensus that work is needed in this area.
- There are no child find responsibilities at the adult level (not required for the Department of Corrections).

Summary

The students with disabilities in state operated schools and state agencies are subject to special education monitoring reviews that provide data to determine that students receive appropriate special education and related services. One percent of the Department of Corrections population are identified as receiving special education services. This was considered below the expected norm. Since all general education instruction in the prison population is individualized, only those students with more severe learning disabilities are identified as special education eligible. Further data collection and analysis are needed in this area.

Indicator Analysis

State Indicator: (A) The percentage of eligible youth with disabilities in local and State juvenile and adult correctional facilities who receive a free appropriate public education increases.

<i>Current Data Sources</i>	<u>Part B</u> <ul style="list-style-type: none">• Preliminary Michigan Monitoring Model (2000)• Special education monitoring correspondence (1998-2000)• Inservice training agenda for Department of Corrections staff• Department of Corrections monitoring corrective actions (1999-2000)• Department of Corrections Agency Plan (1998-2001)• Family Independence Agency monitoring corrective actions (1999-2000)
<i>Strengths</i>	<u>Part B</u> <ul style="list-style-type: none">• Data suggest that currently eligible students in educational correctional facilities are receiving a free appropriate public education.• Monitoring took place, and the number of standards found out of compliance were available, with corrective actions submitted to the Michigan Department of Education by the Department of Corrections and the Family Independence Agency (juvenile justice system).
<i>Concerns</i>	<u>Part B</u> <ul style="list-style-type: none">• Lack of "Child Find" responsibilities from age 21-26.• Need early identification of at risk students to prevent need for involvement of Department of Corrections/Juvenile systems.• Lacking the number of students receiving a free appropriate public education in a correctional setting (i.e., Department of Corrections, and Family Independence Agency).• Accuracy of eligibility data of adjudicated youth.
<i>Maintenance Strategies</i>	<u>Part B</u> <ul style="list-style-type: none">• Continue to collect data; review and analyze on a regular basis.• Continue to monitor Department of Corrections and Family Independence Agency juvenile detention facilities.
<i>Improvement Strategies</i>	<u>Part B</u> <ul style="list-style-type: none">• Clarify the action position of the Department of Corrections policy dated 12/30/97.• Collect data on previous school placements.• Need further analysis of prison population data to determine exact number of persons needing education, special education, no education, vocational education.• Secure incidence data of eligible students (especially in juvenile system). Validate data accuracy. Be sure to address numbers of eligible students as well as percent figures. Study Michigan incidence rate and compare with national figures. Study incidence regarding correlation with poverty. Place emphasis on identification at school level, before incarceration.• Analyze Child Find activities relative to this population.

State Indicator: (B) Eligible children and youth with disabilities in local and State juvenile and adult correctional facilities, are afforded the same rights under Individuals with Disabilities Education Act as children and youth with disabilities served by public agencies, subject to the exceptions in the Individuals with Disabilities Education Act Amendments of 1997 (see §612(a)(1)(B)(ii) and 614(d)(6)).

<i>Current Data Sources</i>	<u>Part B</u> <ul style="list-style-type: none"> • Preliminary Michigan Monitoring Model (2000) • Special education monitoring correspondence to the Department of Corrections and the Family Independence Agency (2000) • Corrective action reports from the Department of Corrections and the Family Independence Agency (2000) • Policy directives from the Michigan Department of Education to the Michigan Department of Corrections (1998-2001)
<i>Strengths</i>	<u>Part B</u> <ul style="list-style-type: none"> • Evidence that we are using the current model for monitoring and for the identification of systemic issues. Policy statements address indicators. • Staff from Family Independence Agency (juvenile justice system) participate in Michigan Department of Education trainings.
<i>Concerns</i>	<ul style="list-style-type: none"> • None
<i>Maintenance Strategies</i>	<u>Part B</u> <ul style="list-style-type: none"> • Continue to monitor Department of Corrections and Family Independence Agency juvenile detention facilities. • Continue to require and review agency plans for special education services.
<i>Improvement Strategies</i>	<u>Part B</u> <ul style="list-style-type: none"> • Obtain data from juvenile justice system regarding individualized education program that is used for all who are incarcerated in the adult system.

General Supervision

Cluster Objective

Effective general supervision of the implementation of the Individuals with Disabilities Education Act is ensured through the State education agency's (SEA) and lead agency's (LA) development and utilization of mechanisms and activities, in a coordinated system, that results in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE), and all eligible infants and toddlers and their families having available early intervention services (EIS) in the natural environments (NE) appropriate for the child.

Component GS.4 — Appropriate special education and related services are provided to children with disabilities served in out-of-district placements (e.g., nonpublic schools, consortia, etc.) under the direction and supervision of the public agency, and in State operated programs (e.g., departments for mental health or mental retardation, schools for the blind and deaf, etc.).

Component Analysis

The related indicators analyze: for children in out-of-district placements and state operated facilities:

- A. High school completion rates
- B. Participation in and performance on state and district wide assessments
- C. Suspension and expulsion rates comparisons for children with and without disabilities
- D. Drop out rates comparisons for children with and without disabilities
- E. Percentage children eligible under Part B who receive appropriate special education and related services by their third birthday increases
- F. Positive results of surveys
- G. Appropriate special education and related services provided to children placed by public agencies in nonpublic agencies

The following data sources served as documentation in the analysis of Michigan's performance on this component:

Part C

- *Early On*® Data, Information and Reporting/EETRK
- Local *Early On* Implementation Inventory
- Local *Early On* Contract Application
- *Early On* Evaluation Project

Part B

- Monitoring Models and monitoring reports to Michigan School for the Blind, Michigan School for the Deaf, Department of Corrections, and Family Independence Agency
- Intermediate School District Plan Criteria
- Michigan Schools for the Deaf and Blind Operating Procedures

Implementation in Michigan

Part C

The *Early On* System Review process monitors services to children with disabilities, eligible under Part B, to ensure they receive appropriate special education and related services by their third birthday. Specifically, the *Early On* System Review looks at time lines for the initiation of transition planning, the process used to develop the transition plan, and the content of the plan. The Michigan State Interagency Coordinating Council also developed Standards for Transition.

Transition and time lines are also addressed through the Local *Early On* Contract Application. In section A the requirements combine federal regulations, state policy, and best practice principles that are required of each service area. In section B, service areas are required to describe policies and procedures on transition time lines, coordination of all involved parties, identification of all available options, and follow-up of transitioned children.

Part B

Students receive appropriate special education and related services through the Department of Corrections, the Family Independence Agency, the Department of Community Health, the Michigan School for the Blind, and the Michigan School Deaf. Assurance is established through the Michigan Department of Education special education compliance monitoring review process. During the years that the Michigan Department of Education does not monitor an agency, the state agencies must monitor their special education programs and services and report the results. The Michigan Department of Education monitors the Michigan School for the Blind and the Michigan School for Deaf annually. Each agency and state school submits a special education plan or policy for approval by the Michigan Department of Education.

Intermediate school districts are required to submit agreements between local districts and with private contractors to assure that there is a full continuum of services available to students with disabilities. The monitoring system requires proof that the contracts are in place. The monitoring system also requires that the continuum be described to each parent at the time of the Individualized Education Program Team meeting so that placement decisions may be made. Students in both in-district and out-of-district placements are included randomly in the monitoring sample to assure that all students receive appropriate special education and related services.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

Part C

- Collaborative agreements with Head Start have increased accessibility for transitioning three year olds.

Part B

- The monitoring system provides information on students in out-of-district placements.

The Steering Committee views this component as warranting continued attention. Important needs that have been identified by the Committee include:

Part B

- Develop a data collection system that allows for the disaggregation of information regarding students in out-of-district placements and their performance. Analyze and report findings.
- Develop an operational definition of out-of-district placement, especially in regard to the three to five year old populations.

Summary

The compliance monitoring system assures that students with disabilities receive appropriate services when placed in state operated schools, state agencies, and out-of-district placements. Submitted agency special education plans or state school policies further assure that there is a system in place for special education program and service delivery.

The Michigan Department of Education does not collect data that can be disaggregated to address Part C and Part B indicators addressed through this component. All information on students in out-of-district placements is aggregated at the intermediate school district level and has not been analyzed according to "students out-of-district."

Indicator Analysis

State Indicator: (A) High school completion rates, for youth with disabilities in out-of-district placements and in state-operated programs, increase.

<i>Current Data Sources</i>	<u>Part B</u> <ul style="list-style-type: none"> • Intermediate School District Plan Criteria (2000) • Michigan School for the Blind Policy and Procedure document (1998) • Operational Procedures for Michigan School for the Deaf (Draft 2000) • Compliance monitoring of the Michigan Schools for the Blind and Deaf (2000) • Preliminary Michigan Monitoring Model (2000)
<i>Strengths</i>	<u>Part B</u> <ul style="list-style-type: none"> • Compliance requirement of contracts between districts in intermediate school district to provide services • Intermediate school district Plan assurances • Monitoring review of contracts • Process for out-of-district placements is well structured through formal agreements.
<i>Concerns</i>	<u>Part B</u> <ul style="list-style-type: none"> • Data are not available at the Michigan Department of Education level for number of students in out-of-district placements. • No common definition (including associated purpose) of out-of-district placement or high school completion.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue monitoring. • Continue intermediate school district Plan oversight.
<i>Improvement Strategies</i>	<u>Part B</u> <ul style="list-style-type: none"> • Operationally define out-of-district placements and high school completion. • Improve reporting and collection of data regarding high school completion rates.

State Indicator: (B) Participation in and performance on State and districtwide assessments by students in out-of-district placements and State-operated programs increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • None
<i>Strengths</i>	<ul style="list-style-type: none"> • None
<i>Concerns</i>	<u>Part B</u> <ul style="list-style-type: none"> • Students are not identified in the current database as out-of-district when they attend a special education program in another district. The assessment data for the student is simply recorded in the district of school attendance (i.e., "operating district").
<i>Maintenance Strategies</i>	<u>Part B</u> <ul style="list-style-type: none"> • Continue developing alternate assessment strategies.

<i>Improvement Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Develop system to gather needed data with input from stakeholder groups. • Collect, analyze, and report data to understand and influence trends in performance on state and district assessments among students in out-of-district placements. • Contact Michigan School for the Deaf or Michigan Education Assessment Program contractor for potential data.
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State Indicator: (C) Suspension and expulsion rates for children with disabilities in out-of-district placements and in State-operated programs, are equal to or less than those of children without disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • New data collection requirement will be in Single Record Student Data Basics in 2001
<i>Strengths</i>	<p><u>Parts C and B</u></p> <ul style="list-style-type: none"> • Family Independence Agency/Community Mental Health pilots on Preventing Suspension and Expulsion from Child Care, Head Start, and Preschool for children under 5 years of age.
<i>Concerns</i>	<ul style="list-style-type: none"> • Students are not identified in the current database as out-of-district when attending a special education program in another district. The assessment data for the student is recorded in the district of school attendance.
<i>Maintenance Strategies</i>	<p><u>Parts C and B</u></p> <ul style="list-style-type: none"> • Continue to collect data from Family Independence Agency and Community Mental Health.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Collect, analyze, and report data to understand and influence trends in out-of-district placements. • Through State Improvement Grant, continue to develop interagency Positive Behavioral Support documents and related training to address behavioral needs of young children being removed from out-of-district and State-operated programs.

State Indicator: (D) Dropout rates for children with disabilities in out-of-district placements and in State-operated programs, are equal to or less than those of children without disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • None
<i>Strengths</i>	<ul style="list-style-type: none"> • None
<i>Concerns</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Students are not identified in the current database as being out-of-district when attending an education program in another district. The dropout data for the student is recorded in the district of school attendance.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • None

<i>Improvement Strategies</i>	<u>Part B</u> <ul style="list-style-type: none"> • Operationally define dropout rate. • Collect data on dropout rates of children with and without disabilities. • Collect, analyze, and report data to understand and influence dropout rates in out-of-district placements.
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State Indicator: (E) The percentage of children with disabilities, eligible under Part B, in out-of-district placements and in State-operated programs, who receive appropriate special education and related services by their third birthday, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Data, Information and Reporting/EETRK (1998-1999) • Local <i>Early On</i> Implementation Inventory (2000) • Local <i>Early On</i> Application - Section B (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • EETRK and Implementation Inventory provide data related to this indicator. • Compliance Information Management System will track eligible children to service. • Collaborative agreements with Head Start has increased accessibility for transitioning 3 year olds.
<i>Concerns</i>	<ul style="list-style-type: none"> • Access to preschool special education services is inconsistent relative to the child's third birthday, i.e., transition to preschool is more dependent on school year calendar.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to use EETRK and Service Area Implementation Inventory results for information and for tracking. • Continue promoting use of collaborative agreements.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Cross reference Part B and Part C data at age three. • Review Central Directory submissions for inclusion of information on service options available to children after age three.

State Indicator: (F) Positive results of surveys, when available, increase.

<i>Current Data Sources</i>	<u>Part C</u> <ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (1999) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (1999) <u>Part B</u> <ul style="list-style-type: none"> • Preliminary Michigan Monitoring Model (2000) • Michigan Monitoring Model - Parent Survey (1998-1999; 1999-2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • None
<i>Concerns</i>	<u>Parts C and B</u> <ul style="list-style-type: none"> • Data not disaggregated to reflect Part B and C services in State-operated or out-of- district programs.
<i>Maintenance Strategies</i>	<u>Part C</u> <ul style="list-style-type: none"> • Continue collecting data via surveys.

<i>Improvement Strategies</i>	<p><u>Part C</u></p> <ul style="list-style-type: none"> • Compare <i>Early On</i> System Review data/findings with survey responses. <p><u>Parts C and B</u></p> <ul style="list-style-type: none"> • Disaggregate surveys to reflect State-operated/out-of-district placements and monitor trends. • Michigan Department of Education to request survey of all State-operated and nonpublic schools.
<p><u>State Indicator:</u> (G) Appropriate special education and related services are provided to children with disabilities placed by public agencies in nonpublic schools, other out-of-district placements, and State operated programs.</p>	
<i>Current Data Sources</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Intermediate School District Plan Criteria (2000) • Preliminary Michigan Monitoring Model (2000) • Special education monitoring reports to the Michigan School for the Deaf, Michigan School for the Blind, Michigan Department of Corrections, Family Independence Agency (1999-2000)
<i>Strengths</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Intermediate school districts have out-of-district placement data • Database identifies students in Section 53 and state operated programs. • Monitoring of contracts between districts for provision of special education programs and services.
<i>Concerns</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • State database does not address other out-of-district placements. • Data from state and intermediate school district sources has not been compiled or analyzed.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • None
<i>Improvement Strategies</i>	<p><u>Part B</u></p> <ul style="list-style-type: none"> • Disaggregate data collection procedures and reports. • Require collection on special education services and settings beyond school, e.g., child care, Head Start, school readiness, etc.

Comprehensive Public Awareness and Child Find System

Cluster Objective

All infants and toddlers with developmental delays, disabilities, and/or who are at-risk are identified, evaluated and referred for services

Component CC. 1 — All eligible infants and toddlers and their families are identified and evaluated for services through implementation of a comprehensive, coordinated Child Find system.

Component Analysis

The related indicators analyze:

- A. Data utilization
- B. Training and dissemination of information in varied languages, formats and locations
- C. Linkages among target populations, materials and dissemination
- D. Primary referral source participation
- E. Identification and referral data
- F. At-risk percentage
- G. Service coordination

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Interagency Agreements
- December 1 count
- *Early On*® Evaluation Project
- *Early On* Public Awareness, Information and Referral
- Watch Me Grow calendar
- Public Awareness and Project Find materials
- *Early On* Data, Information and Reporting/EETRK
- Kids-Count

Implementation in Michigan

Through the *Early On* System Review process, initial contacts with families are reviewed for demonstration of family-centered and collaborative principles. Indicators are developed to monitor initial contacts with families and intervention. The system review process ensures that parents are provided pertinent information on procedures, eligibility, assignment of a service coordinator, and overall services and supports available. It also ensures that community outreach, public awareness, and child find activities are coordinated and implemented across human service agencies and other key providers.

Local *Early On* Contract Applications include required descriptions of policies and procedures related to public awareness, outreach, child find, and referral. Descriptions for initiating, implementing, and evaluating public awareness efforts, assessing outreach materials, and coordinating public awareness activities with other community activities are provided. Local service areas also describe policies and procedures for the identification of children, processing referrals, obtaining Consent to Evaluate and Authorization to Share Information, and access, staffing and locations of multidisciplinary evaluations within 45 days of referral.

The Local *Early On* Contract Applications also require the description of collaborative arrangements for time lines, transition and referral. The local service area must coordinate with other agencies responsible for administering various education, health and social service programs, tribes and tribal organizations.

The State Interagency Coordinating Council has developed a position paper on managed care to facilitate understanding of the concepts, principles and characteristics of managed care for any family who chooses to, or is required to, enroll their child in a managed care plan. This document provides guidelines for parents, providers, and policy makers to evaluate any managed care plan that is being considered for children with special needs.

The Michigan Department of Education has several initiatives underway related to this component:

- *Early On* Public Awareness, Information and Referral. This grant produces and disseminates publications statewide for child find, outreach, and public awareness to facilitate the early identification of eligible infants and toddlers. Information is directed to all primary referral sources, providers and families. This grantee:
 - Determines the extent to which primary referral sources, especially hospitals and physicians, disseminate information regarding the availability of early intervention services to parents of infants with disabilities.
 - Tracks referrals to local *Early On* Coordinators and Children's Special Health Care Services.
 - Produces publications in English, Spanish, Arabic and Braille.
 - Maintains a toll-free telephone line for Information and Referral and Central Directory information.
- *Early On* Personnel Development System. This project provides training and technical assistance as part of the comprehensive system of personnel development. This grantee:
 - Provides training to a variety of personnel including private providers, paraprofessional, primary referral sources, and service coordinators.
 - Ensures that training content relates specifically to understanding the basic components of the *Early On* system
 - Provides activities relative to the assurance of procedural safeguards for children and families under Part C.
- Data Collection, Information and Reporting/EETRK. This grant supports the data management components of the *Early On* system. Specifically, they:
 - Compile and report data concerning the number of infants, toddlers and their families in need of appropriate early intervention services, the number served and the types of services provided.
 - Produce required federal reports.
 - Provide technical assistance and training necessary to collect and interpret the data for systems improvement.
 - Create and distribute service area profiles to the State Interagency Coordinating Council, the Michigan Department of Education, local service areas and other interested parties.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- The EETRK data collection system is strong and demonstrates continued increases in identification rates from 1993-2000.
- Revamping of the *Early On* System Review process is showing commitment to improvement.
- *Early On* Evaluation Project Family and Local Implementation Surveys, *Early On* Public Awareness, Information and Referral, and EETRK all provide data on referral sources.
- The Watch Me Grow calendar is an effective and well utilized public awareness and outreach tool.

The Steering Committee views this component as warranting continued attention. Important needs the Steering Committee identified included:

- Revising the State Interagency Agreement for Part C to coordinate all partners to move toward a unified system of categorizing/coding information for data to be compared and utilized by all partners, and to increase identification and referral of children to *Early On*.
- Consistent identification and collection of referral sources to compare data from *Early On* Public Awareness, Information and Referral and Evaluation Project.
- Reactivating the Public Awareness Committee of the Michigan State Interagency Coordinating Council.

Public input suggests that there are regional child find issues that should be explored. Families in rural and urban areas reported barriers to referral and services. Improved education of primary referral sources, especially physicians, was specially noted.

Summary

Public awareness and child find efforts are strong, but stakeholders continue to identify lack of information as a major concern. Referrals continue to increase and come from a variety of sources, but a more coordinated data collection effort is needed to identify all referral sources consistently. Evaluation measures of effectiveness of public awareness efforts need to improve to better document outcomes and determine resource allocation.

Indicator Analysis

State Indicator : (A) Utilization of data from existing State and Federal Child Find resources (e.g., Maternal and Child Health, Supplemental Security Income, etc.), increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Data, Information and Reporting/EETRK (1996-1999) • Kids Count in Michigan (1999) • Community Mental Health - Infant Mental Health, Family Support Services, Developmentally Delayed Services, Children's Hourly Inhome Services, Substance Abuse Services, and waivers • Public Health Services - lead screening, locally delivered services, Birth Defects Registry, and Children's Special Health Care Services • Special Education December 1 count (1994-1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • Data from Children's Special Health Care Services are used to cross check and report percentage by county. • Data on children in special education are utilized.
<i>Concerns</i>	<ul style="list-style-type: none"> • Data should reflect true eligibility as related to those children referred. • No comparison data on children eligible as preprimary impaired/ special education with those identified under 3 years of age in <i>Early On</i>. • Data collection not integrated across <i>Early On</i> EETRK, Prevention Information Management System, Special Education December 1 count, All Students Achieve Program/Parent Involvement Education grants (new state categorical program). • Need data from Maternal and Child Health, Maternal Support Services/Infant Support Services and Early Periodic Screening, Diagnosis and Treatment (EPSDT).
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue utilizing data from Children's Special Health Care Services System, to cross check and report percentage by county. • Continue utilizing data from special education December 1 count.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Referral source could be a mandatory data collection field in EETRK. • To increase identification and referral of children to <i>Early On</i>, revise the State Interagency Agreement(s) and include that all partners should move toward a unified system of categorizing/coding information so data can be compared and utilized by all partner agencies.

State Indicator: (B) Lead Agency training and dissemination of informational materials in a variety of languages, formats and locations (targeting multicultural populations and other underrepresented groups), increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (1994-2000) • <i>Early On</i> Public Awareness, Information and Referral (2000) • <i>Early On</i> Personnel Development System (1999) • "Watch Me Grow" calendar - Michigan State University Cooperative Extension (2000) • Public Awareness and Project Find materials in English, Spanish, and Arabic
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<i>Strengths</i>	<ul style="list-style-type: none"> • <i>Early On</i> brochure is quick to review and widely distributed. • Now tracking training through Watch Me Grow calendar. • <i>Early On</i> Public Awareness, Information and Referral data (2000) <ol style="list-style-type: none"> (1) referral calls as a result of Watch Me Grow calendar; (2) referral information cards from Children's Special Health Care Services. • Watch Me Grow calendar is available in English, Spanish, and Arabic.
<i>Concerns</i>	<ul style="list-style-type: none"> • The "don't know" and "no" responses on Local Implementation Survey relative to whether families are receiving culturally relevant information and outreach efforts.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to track referrals resulting from dissemination of Watch Me Grow calendar. • Continue to collect information about specific outreach activities of Local Interagency Coordinating Council and <i>Early On</i> Coordinators.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Clarify some questions on the Local Implementation Survey to remove ambiguity and improve specificity in order to capture culturally relevant data (e.g., "Do you know the demographics of your local area?"; "Do outreach materials you use respond to those demographics?"). • Expand the methods of capturing and integrating data; e.g., focus groups, interviews, local interagency coordinating council meeting summaries and surveys. • Data should show location and format of dissemination in addition to numbers. • Public awareness training at regional meetings. • Printed materials could be done in picture formats for underrepresented groups.

State Indicator: (C) Established linkages among the needs of the identified target populations, the kinds of materials developed, and the dissemination activities employed, increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Public Awareness, Information and Referral (2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (1994-2000) • "Watch Me Grow" calendar - Michigan State University Cooperative Extension (2000) • <i>Early On</i> Data, Information and Reporting/EETRK (1999) • <i>Early On</i> Evaluation Project - Family Survey (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • The Watch Me Grow calendar is a collaborative effort to highlight services to children birth to five and is disseminated by all partner agencies.
<i>Concerns</i>	<ul style="list-style-type: none"> • Whether or not information is tailored to target populations.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue dissemination by all partner agencies of the Watch Me Grow calendar as a collaborative effort to highlight services to children birth to five. • Continue toll-free contact number for Public Awareness, Information, and Referral.

<i>Maintenance Strategies continued</i>	<ul style="list-style-type: none"> • Continue producing and distributing <i>Early On</i> poster (Project Find growth/development chart). • Continue producing and distributing developmental wheel.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Add questions to Family Survey relative to <ol style="list-style-type: none"> (1) where family received outreach information materials, (2) "Is this material useful, easily understandable to my family?" "If no, why? What would be helpful?" • Share subsequent data with <i>Early On</i> Public Awareness, Information and Referral for ongoing development and dissemination of materials.

State Indicator: (D) Participation of primary referral sources in the early identification and referral process (including referral for appropriate evaluation) increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Local Implementation Survey (1994-2000) • <i>Early On</i> Public Awareness, Information and Referral (2000) • <i>Early On</i> Data, Information and Reporting/EETRK (1993-1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • EETRK data shows increase in referral sources. • Family Survey shows increase in referring partners. • <i>Early On</i> Public Awareness, Information and Referral data show increase in referring health care providers. • Local Implementation Survey asks specific questions about outreach to target populations in local areas.
<i>Concerns</i>	<ul style="list-style-type: none"> • Lack of consistent identification and tracking of primary referral sources.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to use EETRK data for referral sources. • Continue to use Family Survey. • Continue to use <i>Early On</i> Public Awareness, Information and Referral data to show referrals from health care providers. • Continue to use Local Implementation Survey.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Consider "referral source" as a mandatory data collection field in EETRK. • <i>Early On</i> Public Awareness, Information and Referral categorize the referral source consistent with EETRK. • Provide comparison data from point of identification and referral to point of service.

State Indicator: (E) The percentage of eligible infants and toddlers identified and referred is comparable to national demographic data for the percentage of infants and toddlers with developmental delays and disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Data, Information and Reporting/EETRK (1993-1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • Michigan is close to the national identification rate of 2% (1.71% December 1 snapshot count and 2.1% June 1 period count). • Michigan's target is 2.2%, higher than the national target.

<i>Concerns</i>	<ul style="list-style-type: none"> • Data on eligible children exist, but consistent data on children referred does not. • Data may reflect different interpretations among local areas/states relative to developmental delays/disabilities. • Definitions of eligibility vary across services/states.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue meeting the national targeted percentage for identification of eligible infants and toddlers.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Make "Category of Eligibility" a required field on EETRK in order to capture outreach. • Identify other specific eligible populations (i.e., HIV/AIDS, substance abuse exposed, lead exposed) and compare data from programs serving those populations with EETRK.
<p><u>State Indicator:</u> (F) The percentage of eligible infants and toddlers identified and referred who are at-risk is comparable to national demographic data on infants and toddlers at-risk.</p>	
<i>Note</i>	<ul style="list-style-type: none"> • Michigan does not serve children at risk through Part C. New state funded initiatives will serve this population. Data will be available in the future.
<p><u>State Indicator:</u> (G) The percentage of eligible infants and toddlers and their families receiving effective and appropriate service coordination upon referral increases.</p>	
<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (1994-2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (1994-2000) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Family Survey asks about satisfaction in several ways. • Family Survey asks if respondents know who to call if not satisfied with service coordination. • Amount of contact with Service Coordinator. • Local Implementation Survey shows collaborative and partnership efforts. • Local Implementation Survey touches on cultural aspects.
<i>Concerns</i>	<ul style="list-style-type: none"> • Frequency of "missing" or "don't know" responses on the surveys. • Different agencies may provide service coordination by different standards and at different levels.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to ask about family satisfaction in several ways. • Continue to collect the amount of contact with Service Coordinator. • Continue using the Local Implementation Survey to collect information on collaborative efforts.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Add a more specific question on the Family Survey regarding satisfaction with the type and level of service coordination. • Use a definition of service coordination consistent with federal regulations in <i>Early On</i> Personnel Development trainings, <i>Early On</i> System Review, and <i>Early On</i> Evaluation Surveys. • Use <i>Early On</i> System Review and federal regulations to evaluate implementation of service coordination. • Develop competency standards for all Part C service coordinators.

Comprehensive Public Awareness and Child Find System

Cluster Objective

All infants and toddlers with developmental delays, disabilities, and/or who are at-risk are identified, evaluated and referred for services.

Component CC. 2 — Access to culturally relevant materials which inform families of the availability of Early Intervention Services promotes the identification and referral of eligible infants and toddlers and their families to the Child Find system

Component Analysis

The related indicators analyze:

- A. Referral and identification services training
- B. Primary referral agency training
- C. Public awareness materials
- D. Informational materials in varied languages, formats and locations
- E. Percentage from multicultural populations

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- *Early On* Evaluation Project
- *Early On* Evaluation Project Site Visit Report
- *Early On* Public Awareness, Information and Referral
- Watch Me Grow calendar
- *Early On* Data, Information and Reporting/EETRК
- *Early On* Personnel Development System
- *Early On* Family Information Exchange

Implementation in Michigan

The *Early On* System Review monitors access to culturally relevant materials and culturally competent procedures to inform families about *Early On* and referral the Child Find.

Local *Early On* Contract Applications also describe the policies and procedures in place for selecting target populations and ensuring the cultural competency of materials. The *Early On* Michigan Collaborative Requirements that are also part of the contract application contain evidence of policies and procedures that ensure that traditionally under-served groups, including minority, low-income, and rural families are meaningfully involved in the planning and implementation of all requirements of *Early On*. The service areas must all ensure that families have access to culturally competent services within their local geographic area.

The Michigan Department of Education has several initiatives underway related to this component:

- *Early On* Public Awareness, Information and Referral. This grant produces and disseminates publications statewide for child find, outreach, and public awareness to facilitate the early identification of eligible infants and toddlers. Information is directed to all primary referral sources, providers and families. Publications are produced in English, Spanish, Arabic and Braille.

- TransACT. The Michigan Department of Education has entered into a contract with TransACT Communications, Inc. to provide web-based translation services of Individualized Family Service Plan documents and basic information in five languages (Spanish, Arabic, Albanian, Hmong, and Vietnamese).
- *Early On* Personnel Development System. This project provides training and technical assistance as part of the comprehensive system of personnel development. Interagency training is provided to a variety of personnel including private providers, paraprofessionals, primary referral sources, and service coordinators.
- Data Collection, Information and Reporting/EETRK. This grant supports the data management components of the *Early On* system. They compile and report data concerning the number of infants, toddlers and their families in need of appropriate early intervention services, the number served and the types of services provided.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Data show that we are finding children, and identification rates are increasing.
- Materials are available in Arabic, Spanish and Braille.
- TransACT's web-based translation service will be an effective statewide resource.
- There has been an increase in *Early On* strands at statewide and local conferences.

The Steering Committee views this component as warranting continued attention. An important need the Steering Committee identified included:

- All evaluation measures need to incorporate questions and data collection regarding cultural competence and effectiveness of current materials.

Public input suggests that access to information remains difficult, especially for parents. The lack of consistent, reliable communication was noted as a theme during public meetings.

Summary

Many efforts are established for publishing and disseminating materials. Materials are available in a variety of languages and modes of communication. Improved efforts are needed in evaluating the effectiveness of these efforts and to determine resource allocation.

Indicator Analysis

State Indicator: (A) Training and information dissemination about referral and identification services meet the identified needs of families, including those from multicultural populations and other underrepresented groups.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (2000) • <i>Early On</i> Public Awareness, Information and Referral (2000) • "Watch Me Grow" calendar - Michigan State University Cooperative Extension (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • 75% or more of Local Interagency Coordinating Council members surveyed (Local Implementation Survey) indicated that information, materials, services, and supports were culturally appropriate. • Local Interagency Coordinating Councils disseminate information successfully. • Various publications offered in multiple languages, resource catalogs, and <i>Early On</i> public awareness resources. • <i>Early On</i> Public Awareness, Information and Referral tracks the number of materials distributed and to whom they are distributed. • "Opening Doors" video developed by the Intertribal Council.
<i>Concerns</i>	<ul style="list-style-type: none"> • Final data reports from Parent Training and Information Centers do not disaggregate by age of child. • Appropriateness and effectiveness of materials currently developed and disseminated are not measured.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue using the "Opening Doors" video developed by the Intertribal Council. • Continue to utilize the Local Implementation Survey. • Continue to make public awareness materials available for dissemination at the local level. • Continue to measure the distribution of materials through <i>Early On</i> Public Awareness, Information and Referral.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Develop training for trainers and staff on strategies to reach multicultural and underserved populations. • Collect more detail in final reports from projects providing training and dissemination of information.

State Indicator: (B) Training and information dissemination to staff in primary referral agencies and collaborating State agencies about the early intervention system increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (1994-2000) • <i>Early On</i> Public Awareness, Information and Referral (2000) • <i>Early On</i> Personnel Development System (1997-2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Selected data are available on information dissemination. • Information contained in Watch Me Grow calendar is interagency in nature, supporting <i>Early On</i> principles.

<i>Concerns</i>	<ul style="list-style-type: none"> • No data for prior years indicating number of materials distributed. • Data show the need for more effective or consistent training in sensitivity to family's native language/communication.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to collect all data listed.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Collect data on training relative to the <i>Early On</i> materials and materials used by collaborating agencies (e.g., number of people trained, how often, who, etc.). • Add question on Local Implementation Survey to determine whether respondents received training on use of public awareness materials and distribution. • Include training in strategies to help participants recognize cultural and community competency issues and how to apply it to the demographics of their community. • Operationalize a shared understanding about primary referral agencies.

State Indicator: (C) The involvement of service providers, State Interagency Coordinating Council members, and families in the development and distribution of public awareness materials, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Public Awareness, Information and Referral (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Verbal report by <i>Early On</i> Public Awareness, Information and Referral stated that a diverse team developed the materials and that work groups of consumers reviewed the materials before publication.
<i>Concerns</i>	<ul style="list-style-type: none"> • None
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to utilize the materials developed. • Continue involving diverse stakeholders in development and distribution of public awareness materials.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • None

State Indicator: (D) Lead Agency training and dissemination of informational materials in a variety of languages, formats and locations (targeting multicultural populations and other underrepresented groups), increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (1994-1999) • <i>Early On</i> Evaluation Project - Local Implementation Survey (2000) • <i>Early On</i> Public Awareness, Information and Referral (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Data show number and types of materials distributed over time. • Materials are in a variety of languages. • Lead agency financial contribution toward translations and development of Watch Me Grow calendar. • Lead agency contract with TransACT for web-based translation of statewide forms in five languages.
<i>Concerns</i>	<ul style="list-style-type: none"> • Data collected by Public Awareness Information and Referral and Local Implementation Survey are difficult to compare.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue financial support for material development. • Continue inventory data collection. • Continue and consider expanding translation of materials into other languages.

<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Systematically tie Local Implementation Survey into all data collection relative to public awareness questions (coordinate Public Awareness Information and Referral and Evaluation Project data collection).
<p>State Indicator: (E) The percentage of eligible infants and toddlers with developmental delays/disabilities being served, including those from multicultural populations and other underrepresented groups, increases.</p>	
<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Data, Information and Reporting/EETRK (1995-1999) • <i>Early On</i> Public Awareness, Information and Referral (2000) • <i>Early On</i> Family Information Exchange Project - Outreach (2000) • <i>Early On</i> Evaluation Project - Family Survey (2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (2000) • <i>Early On</i> Evaluation Project - Site Visit Interview Data (1998)
<i>Strengths</i>	<ul style="list-style-type: none"> • Data show a consistent increase in the representation of multicultural and underrepresented groups. • Michigan is exploring better ways to identify underserved populations. • EETRK tracks race and ethnicity. • <i>Early On</i> Family Survey collects demographic data.
<i>Concerns</i>	<ul style="list-style-type: none"> • Data are unclear regarding outreach efforts and their effectiveness in reaching different cultural populations and underrepresented groups such as teens, grandparents.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue data collection on race and ethnicity of children and families being served. • Continue publications from state in different languages and formats.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Measure the effectiveness of materials to non-English speaking populations (to be identified) as well as other large groups of new immigrants. • Study underrepresented populations that are unique to the counties of Michigan regarding access to services, materials, etc.

Family-Centered Services

Cluster Objective

Outcomes for infants and toddlers and their families are enhanced by family-centered supports and systems of services.

Component CF. 1 — Community outreach is provided in family-centered language, locations and formats.

Component Analysis

The related indicators analyze:

- A. Percentage of eligible infants and toddlers with delays served
- B. Percentage of eligible infants and toddlers at risk served
- C. Percentage of eligible birth to 1-year olds served
- D. Central Directory family use
- E. Dissemination of information
- F. Funds and other resources available for outreach
- G. Families featured in media outreach
- H. Family involvement in development and evaluation of outreach activities

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- *Early On*® State Interagency Coordinating Council
- *Early On* Evaluation Project
- *Early On* Public Awareness, Information and Referral
- *Early On* Implementation Inventory Database
- *Early On* Data, Information and Reporting/EETRK
- *Early On* Personnel Development System
- *Early On* Family Information Exchange
- *Early On* Site Visit Report
- *Early On* Parent Leadership Program

Implementation in Michigan

Community outreach in family-centered language, location and formats is monitored through the *Early On* System Review with an emphasis on initial contacts and Individualized Family Service Plan development.

As part of the Local *Early On* Contract Application, service areas are required to describe policies and procedures for frequent updates, maintenance and access to the Central Directory as well as for the required contribution to the statewide Central Directory. They are also required to ensure that a local Directory of Services is available to families and service providers, updated annually, and presented in a format that is compatible with the *Early On* Statewide Directory of Services. A contact person must be identified who will make changes to the local service area directory.

The State Interagency Coordinating Council has developed Guidelines for Financial Support of Family Participation to ensure that joint budget planning between family members and agency/organization representatives results in the availability of financial resources to support family participation. All agencies and organizations who enter into contractual relationships with *Early On* are expected to incorporate family consultation services into their agency activities. The intent of

these guidelines is to encourage the involvement of families in all facets of the system while maintaining user-friendly financial procedures and accountability for evaluation and audit purposes.

The Michigan Department of Education has several initiatives underway related to this component:

- *Early On* Public Awareness, Information and Referral. This grant produces and disseminates publications statewide for child find, outreach, and public awareness to facilitate the early identification of eligible infants and toddlers. Information is directed to all primary referral sources, providers and families. This grantee:
 - Determines the extent to which primary referral sources, especially hospitals and physicians, disseminate information on the availability of early intervention services to parents of infants with disabilities.
 - Tracks referrals to local *Early On* Coordinators and Children's Special Health Care Services.
 - Produces publications in English, Spanish, Arabic and Braille.
 - Maintains a toll-free telephone line for Information and Referral and Central Directory information.
- *Early On* Personnel Development System. This project provides training and technical assistance as part of the comprehensive system of personnel development. This grantee provides training to a variety of personnel including private providers, paraprofessionals, primary referral sources, and service coordinators. Awareness training to physicians is provided through this project.
- Data Collection, Information and Reporting/EETRK. This grant supports the data management components of the *Early On* system. Specifically, the grantee:
 - Compiles and reports data concerning the number of infants, toddlers and their families in need of appropriate early intervention services, the number served and the types of services provided.
 - Produces required federal reports.
 - Provides technical assistance and training necessary to collect and interpret the data for systems improvement.
 - Creates and distributes service area profiles to the State Interagency Coordinating Council, the Michigan Department of Education, local service areas and other interested parties.
- TransACT. The Michigan Department of Education has entered into a contract with TransACT Communications, Inc. to provide web-based translation services of Individualized Family Service Plan documents and basic information in five languages (Spanish, Arabic, Albanian, Hmong, and Vietnamese).
- *Early On* Family Information Exchange Project. This project maintains a database of information which links families of children with special needs through e-mail, voice mail, and a computer bulletin board system. This project also:
 - Coordinates opportunities for *Early On* parents among the various parent initiatives across the state.
 - Provides technical assistance regarding parent involvement at the regional and local levels for service providers, Local Interagency Coordinating Councils and others.
 - Supports Family Coordinators to work as partners with *Early On* State Interagency Team members.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Financial support exists for public awareness, outreach and parent participation.
- Family centered language — talks with the family rather than at the family.
- Outreach is designed to fit each community with regard to funds and support.
- Public awareness materials are available in English, Spanish, Arabic, and Braille.

The Steering Committee views this component as warranting continued attention. Important needs the Steering Committee identified included:

- Collect data relative to family-centeredness in order to assess accurately the quality, content, and use of current outreach materials and formats.
- Survey families using a variety of formats (written, focus groups, site visits, phone) relative to the usefulness of printed materials and to learn what they think is the most effective means of community outreach. Disaggregate and disseminate results by geography, ethnicity, urban/rural, etc.

During public meetings, participants stated that the lack of comprehensive information and outreach impedes referrals and evaluations. Many parents asked for more useful information about potential program referrals, evaluations, and outreach programs, adding that this information should be provided at the appropriate time.

A second common issue was that physicians lack the information they need to make effective referrals. Because many physicians have either not bought into *Early On* or have not heard of it, participants report that physicians automatically refer parents and families to the school system, and that local schools are not always aware of their obligation to serve very young children.

Summary

In Michigan, families are involved at all levels of decision making, community outreach, staff, training, and development. Strong philosophical beliefs in family centeredness exist and there are financial supports available. Stakeholders report a need for more information and outreach. Evaluation measures of the effectiveness of outreach and public awareness efforts need to be improved.

Indicator Analysis

State Indicators: (A) The percentage of eligible infants and toddlers with developmental delays/disabilities, and their families, being served (including those from multicultural populations and other underrepresented groups), increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• <i>Early On</i>® Data, Information and Reporting/EETRK (1993-1999)• <i>Early On</i> Public Awareness, Information and Referral (2000)• <i>Early On</i> Family Information Exchange Project (2000)• <i>Early On</i> Evaluation Project - Local Implementation Survey (2000)• <i>Early On</i> Evaluation Project - Family Survey (1999)
<i>Strengths</i>	<ul style="list-style-type: none">• Data show an increase in the number of children served over time; Michigan is close to the national average.• Michigan is exploring better ways to identify under-served populations.• EETRK tracks race/ethnicity.• <i>Early On</i> Family Survey collects demographics.
<i>Concerns</i>	<ul style="list-style-type: none">• Underrepresented, hard to reach populations are not identified in data collection such as teens, grandparents, low literacy populations, etc.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue collection of current data.• Continue state publications in different languages and formats.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• <i>Early On</i> System Review could address identification variables across service areas.• Study underrepresented populations that are unique to counties of Michigan regarding their access to services.

State Indicators: (B) The percentage of eligible infants and toddlers, who are at risk of developmental delay, and their families, being served (including those from multicultural populations and other underrepresented groups), increases, when appropriate to the State.

<i>Note</i>	<ul style="list-style-type: none">• Michigan does not serve at risk children under Part C. The State Interagency Coordinating Council made this recommendation based on a one and one half (1-1/2) year study with designated pilot sites. The data from the study demonstrated that children at risk could receive services from other community programs.
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State Indicators: (C) The percentage of eligible birth to 1-year olds receiving services, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• <i>Early On</i> Data, Information and Reporting/EETRK (1994-1999)
<i>Strengths</i>	<ul style="list-style-type: none">• EETRK data show the percentage of eligible birth to one (1) year olds receiving services has increased and exceeds Office of Special Education Program goals.• Data indicate that Michigan is doing well with outreach to most primary referral sources.
<i>Concerns</i>	<ul style="list-style-type: none">• Early identification, as a family-centered model, must be sensitive to a family's readiness to "place a label" on their child.• Mild developmental delays are difficult to ascertain with very young children.

<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Maintain current Child Find and referral practices.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Increase collaboration with the Children's Trust Fund, Zero to Five Advocacy Network and other agencies to assure access for children from birth to one year of age. • Develop a uniform data collection system for all agencies serving children birth through two (2).

State Indicators: (D) The number of families accessing the Central Directory increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Data, Information and Reporting/EETRK (1994-1999) • <i>Early On</i> Evaluation Project - Local Implementation Survey (dissemination of local directories to families) • <i>Early On</i> Public Awareness, Information and Referral (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • The local contact is a family-centered process which reduces the necessity to call the central directory. • Everyone calling the toll free number is sent information, directed to call their local <i>Early On</i> Coordinator, and offered the option of having their local coordinator contact them.
<i>Concerns</i>	<ul style="list-style-type: none"> • Since local data on referral are not collected consistently, it is difficult to assess statewide use of the central directory.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue family access to toll free number and maintain connection to local <i>Early On</i> coordinator.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Collect data on the numbers of families accessing the Central Directory.

State Indicators: (E) Dissemination of information and materials (TV, print, publications, brochures) in a variety of languages (easily understandable to the general public), formats, and naturally occurring locations for families for infants and toddlers, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Family Information Exchange Project (2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (1994-2000) • <i>Early On</i> Public Awareness, Information and Referral materials (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • "Open Doors" video developed by Intertribal Council • Family Guidebook developed by parents, using family-friendly language is an excellent resource guide for families in the program. • Materials currently available in English, Spanish, Arabic, and Braille. • <i>Early On</i> brochure easily viewed and widely distributed. • The "Watch Me Grow" calendar widely distributed in the following languages: English, Spanish, and Arabic.
<i>Concerns</i>	<ul style="list-style-type: none"> • The "Family Guidebook" is currently used as an outreach tool, but is not appropriate for that purpose. • The data are unclear regarding outreach efforts to new, non-English speaking populations arriving in Michigan.

<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue toll-free contact number for public awareness information and referral. • Continue distributing Family Guidebook to families participating in <i>Early On</i>. • Continue use of <i>Early On</i> brochure as an outreach material. • Continue producing materials in a variety of languages/modes of communication. • Maintain the questions regarding public awareness and outreach on the Local Implementation Survey. • Continue financial support for material development. • Continue the use of the Local Implementation Survey. • Continue the use of the "Open Doors" video in training. • Continue to measure material distribution through Michigan Community Coordinated Child Care. • Continue producing and distributing "Developmental Wheel."
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Printed materials could be done in picture formats for underrepresented groups. • State Interagency Coordinating Council should review population diversity to determine the need for additional language formats. • Add data on location and format of dissemination. • Add a question to Family Survey to obtain data on where the family received the outreach materials, and "Is this material useful, easily understandable to my family?" • Coordinate Local Implementation Survey data collection with public awareness, information and referral data collection. • Discontinue Family Guidebook distribution as an outreach material.

State Indicators: (F) Funds and other resources available for family-centered outreach activities are appropriated and available, based on identified needs of families.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Local Implementation Survey (2000) • <i>Early On</i> Family Information Exchange Project (2000) • <i>Early On</i> Personnel Development System (1997-2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Local education agencies are allowed flexibility with (outreach) funds in local budgets. • State funds support family projects to assist with outreach. • Physician awareness training is conducted through <i>Early On</i> Personnel Development System.
<i>Concerns</i>	<ul style="list-style-type: none"> • There is a need to increase the awareness of more physicians to improve referral in a family-centered manner.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue physician training and collect data on the participants and their use of the training. • Continue financial support for family-centered outreach activities.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Consider strategies that will increase the number of physicians who manage referrals in a family-centered manner.

State Indicators: (G) The number of families with eligible infants and toddlers who are featured/included in media outreach efforts, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Public Awareness, Information and Referral (2000) • <i>Early On</i> Personnel Development System (1999)
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<i>Strengths</i>	<ul style="list-style-type: none"> • Children's pictures are featured in brochures and publications, as well as family quotes. • Families have helped develop guidebooks and brochures.
<i>Concerns</i>	<ul style="list-style-type: none"> • None
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue using families in media efforts.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • None

State Indicators: (H) Participation of families with eligible infants and toddlers, including State Interagency Coordinating Council parents, in the development and evaluation of family-centered outreach activities, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Parent Leadership Program (1997) • <i>Early On</i> Personnel Development System (1997-2000) • <i>Early On</i> State Interagency Coordinating Council (2000) • <i>Early On</i> Family Information Exchange (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • State support of programs is strong. • To increase participation, Family Information Exchange provides funding for family stipends and reimbursement for child care and travel. • <i>Early On</i> Personnel Development System health professionals' awareness training includes parent presenters. • The number of parents and parent alternates on the State Interagency Coordinating Council has increased.
<i>Concerns</i>	<ul style="list-style-type: none"> • None
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue supporting families to participate in outreach activities. • Continue utilizing Parent Leadership Program and Family Information Exchange to bring in new families to participate. • Continue having parents as presenters in outreach and awareness training. • Maintain support efforts for parent members on the State Interagency Coordinating Council.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • None

Family-Centered Services

Cluster Objective

Outcomes for infants and toddlers and their families are enhanced by family-centered supports and systems of services.

Component CF. 2 — The needs of families with eligible infants and toddlers are identified and addressed through the family-centered orientation of policies, procedures, and practices.

Component Analysis

The related indicators analyze:

- A. Parent involvement in the planning and implementation
- B. Access to culturally competent services
- C. Home and community based services and supports
- D. Family collaboration regarding policies, procedures, and practices
- E. Family-centered interagency agreements
- F. Family participation in improvement planning

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- *Early On* Evaluation Project
- *Early On* Parent Leadership Program
- *Early On* Michigan Guidelines for Financial Support for Family Participation Document
- *Early On* Family Information Exchange
- *Early On* System Review
- *Early on* Public Awareness, Information, and Referral
- Local *Early On* Annual Reports
- Local *Early On* Contract Application
- Local Memoranda of Understanding
- *Early On* Interagency Partners Annual Reports

Implementation in Michigan

Family-centered orientation of policies, procedures and practices is monitored through the *Early On* System Review with indicators that address evaluation, Individualized Family Service Plan development, intervention, and program management and development. Indicators address:

- The use of culturally competent procedures.
- Facilitating parental participation in decision-making.
- Offering families choices.
- Actively recruiting parents for policy planning and advisory committees and supporting their participation.
- Including parents in planning for program evaluation.
- Soliciting feedback for review and revision.

The State Interagency Coordinating Council has developed Guidelines for Financial Support of Family Participation to ensure that joint budget planning between family members and agency/organization representatives results in the availability of financial resources to support family participation. All agencies and organizations who enter into contractual relationships with *Early On*

are expected to incorporate family consultation services into their agency activities. The intent of these guidelines is to encourage the involvement of families in all facets of the system while maintaining user-friendly financial procedures and accountability for evaluation and audit purposes.

The State Interagency Coordinating Council also developed the Family-Centered Services for Children and Families Best Practice Standards Essential Elements document. This document, developed with families and service providers, is designed to assist organizations in developing high quality, family-centered service systems for children and their families. The guidelines are research-based and cover outreach/first contacts with families, referral/program entry, child and family assessment, intervention planning, service coordination, intervention, and organizational issues.

The Michigan Department of Education has several initiatives underway related to this component:

- *Early On* Public Awareness, Information and Referral. This grant produces and disseminates publications statewide for child find, outreach, and public awareness to facilitate the early identification of eligible infants and toddlers. Information is directed to all primary referral sources, providers and families. This grantee:
 - Determines the extent to which primary referral sources, especially hospitals and physicians, disseminate information of the availability of early intervention services to parents of infants with disabilities.
 - Tracks referrals to local *Early On* Coordinators and Children's Special Health Care Services.
 - Produces publications in English, Spanish, Arabic and Braille.
 - Maintains a toll-free telephone line for Information and Referral and Central Directory information.
- *Early On* Evaluation Project. This project conducts ongoing evaluations of *Early On* Michigan. The findings are used as part of a quality improvement process to better support families and young children with disabilities and Local Interagency Coordinating Councils. They conduct three annual surveys: a Local Implementation Survey, a Family Survey, and a Service Coordinator Survey. The results of the surveys are collected and analyzed resulting in the creation of service area profiles that are distributed to stakeholders. The survey data can be used to drive technical assistance and training.
- Parent Leadership Program. This project provides facilitation, training, material and fiscal support to parents who participate in regional Parent Leadership Training Programs. The purpose of this program is to support and mentor parents of children with special needs to enable their full participation on the State and Local Interagency Coordinating Councils and in the Individualized Family Service Plan process. The program also coordinates with other parent projects to enhance the ability of parents of children with special needs to participate effectively in programs that impact the lives of their children and families.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Opportunities exist at both the state and local level for families to participate in developing policies, procedures, and practices, including *Early On* System Review.
- Data from Parent Leadership Program, Family Information Exchange, and *Early On* Evaluation Project Family Survey demonstrate the involvement of families, as well as the flexibility, accessibility, comprehensiveness, and responsiveness of the system.
- *Early On* Collaborative Requirements and State Interagency Coordinating Council Financial Guidelines set the expectation for family participation and support for that participation.

The Steering Committee views this component as warranting continued attention. Important needs the Steering Committee identified included:

- Increase involvement of families with children currently eligible for *Early On* in development of policies and procedures at all levels.
- Provide clear expectations and definitions of parent participation and what opportunities exist for involvement.

Public input suggests that it is a challenge for many parents to gain sufficient understanding of available services to participate fully in decision-making.

Summary

Opportunities for family involvement exist at many levels, but other recruitment and involvement strategies need to be employed to increase the participation of families whose children are currently eligible for *Early On* (e.g. utilizing local *Early On* coordinators and Family Specialists to recruit families, and going to families, rather than expecting them to attend more traditional types of meetings and locations). Financial guidelines, expectations and resources exist to support family participation.

Indicator Analysis

State Indicators: (A-Revised) The number of parents and/or families with eligible *and formerly eligible* infants and toddlers, including those from multicultural populations and other underrepresented groups, who are involved in the planning and implementation of the state system (including the State Interagency Coordinating Council, staff/consultants for the Lead Agency, membership on boards and committees, etc.), increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Michigan; Guidelines for Financial Support of Family Participation (1994) • Local <i>Early On</i> Annual Reports (1999; 2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Financial supports are available to parents to assist them in participation. • Michigan welcomes, recruits, and supports families' participation in planning and implementation of the state system. • Local involvement is documented for parents of children birth through age two. • Recruitment of families is successful at a local level. • Family members with older children participate.
<i>Concerns</i>	<ul style="list-style-type: none"> • Statewide participation of parents of children birth through age two is limited.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to identify and inform families of opportunities to be involved. • Continue financial support and parent-to-parent support for families recruited.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Define expectations for parent participation. • Increase efforts to recruit families with younger children from multicultural and underrepresented groups, and provide "buddies" or "mentors" to sustain involvement. Collect data to track these efforts.

State Indicators: (B) The number of families with eligible infants and toddlers who have access to culturally competent services within their local geographical areas, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (2000) • <i>Early On</i> Public Awareness, Information and Referral (2000) • <i>Early On</i> Parent Leadership Program (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Local Implementation Survey shows good effort statewide of capturing data from underrepresented groups. • Family Survey shows that there is a good effort in contacting underrepresented groups. • Family Survey has good cross cultural representation.
<i>Concerns</i>	<ul style="list-style-type: none"> • Insufficient data to correlate culturally competent services to geographical areas.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue using Local Implementation and Family Surveys.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Reconsider using site visits in conjunction with survey activities.

State Indicators: (C) Home and community based services and support systems for eligible infants and toddlers and their families that are flexible, accessible, comprehensive, and responsive to diverse family-identified needs, increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (2000) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (2000) • <i>Early On</i> Parent Leadership Program (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Family Survey Study provides longitudinal data on services that are flexible, accessible, comprehensive, and responsive of service delivery. • Services are provided in homes and the community.
<i>Concerns</i>	<ul style="list-style-type: none"> • None
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue collecting data from families regarding the delivery of services for their children.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • None

State Indicators: (D-Revised) The number of families with eligible *and formerly eligible* infants and toddlers who work collaboratively with State agencies to ensure that policies, procedures, and practices are family-centered, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Family Information Exchange Project (2000) • <i>Early On</i> Parent Leadership Program (1997) • <i>Early On</i> System Review (1997-1999) • <i>Early On</i> Interagency Partners Annual Reports (1993-1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • Parents are hired to work at the State level as <i>Early On</i> Coordinators in agencies, as coaches in the personnel development system, and participate in advisory and issue specific focus groups. • Parents participate in the review of Request for Proposals for state projects. • Parent representation on State Interagency Coordinating Council has increased. • Partner agencies and the Michigan Department of Education have parents on staff.
<i>Concerns</i>	<ul style="list-style-type: none"> • Improve the data collection regarding parent involvement in all state planning initiatives. • Committee members are aware of parents participating at the policy level in such systems as <i>Early On</i> Personnel Development and parent coaching. There are, however, no data regarding diversity.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue using the Family Information Exchange and the Parent Leadership Program to identify and recruit families.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Adapt Local Implementation Survey to collect participation data. • Summarize data on numbers of families involved in committees, focus groups, etc. • Disaggregate representation by geography, ethnicity, urban/rural, age of child, how recruited, etc.

State Indicators: (E) Utilization of family-centered elements/provisions, addressing family-centered care, in interagency agreements and other mechanisms for cooperation among agencies, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • <i>Early On</i> Evaluation Project - Family Survey (1999) • Local <i>Early On</i> Contract Application - Section B (2000) • Local Memoranda of Understanding for <i>Early On</i> (2000) • <i>Early On</i> Michigan, Guidelines for Financial Support of Family Participation (1994)
<i>Strengths</i>	<ul style="list-style-type: none"> • Memberships on individual family teams are increasing, reflecting the increased number of agencies providing services to that child and family. • <i>Early On</i> provides guidelines for supporting families to participate in interagency activities developed through the State Interagency Coordinating Council.
<i>Concerns</i>	<ul style="list-style-type: none"> • None
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue reviewing local Memoranda of Understanding. • Continue to promote support for and involvement of families in interagency activities.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • None

State Indicators: (F-Revised) Participation of parents of eligible *and formerly eligible* infants and toddlers in State early intervention improvement planning increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Local Implementation Survey (1999) • <i>Early On</i> Parent Leadership Program (1997) • <i>Early On</i> Family Information Exchange Project (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Parents participate in Michigan's Self-Assessment Teams and Steering Committee. • Parents are members of the <i>Early On</i> State Interagency Team. • Parent Leadership Program and Family Information Exchange have data indicating the number of parents participating in processes.
<i>Concerns</i>	<ul style="list-style-type: none"> • Accessibility of family information to make family contacts (Family Education Rights and Privacy Act issues and other confidentiality protections). • Difficulty in recruiting currently eligible families.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue using the Parent Leadership Program and the Family Information Exchange to identify and recruit families. • Continue financially supporting families to increase participation. • Continue modeling parent leadership at all levels. • Continue having Parent Leadership Program and Family Information Exchange collect data on family participation in planning activities.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Have local <i>Early On</i> Coordinators and Family Specialists recruit and involve family members with children currently eligible when reviewing policies, materials, formats, and other items. Continue family member participation on state-level family projects. • Involve family members with eligible children in formulating policies, procedures, and practices in their arena, rather than expecting families to go to traditional places used for policy making.

Family-Centered Services

Cluster Objective

Outcomes for infants and toddlers and their families are enhanced by family-centered supports and systems of services.

Component CF.3 — Families' capacities to meet the developmental needs of their eligible infants and toddlers are enhanced through training/education and information dissemination, including informal community supports.

Component Analysis

The related indicators analyze:

- A. Training and information dissemination about the needs of families
- B. Family members, participants, and presenters in preservice and inservice activities
- C. Dissemination of varied information and materials

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- *Early On* Evaluation Project
- *Early On* Personnel Development System
- Local *Early On* Contract Application
- *Early On* Public Awareness, Information, and Referral Project
- *Early On* Parent Leadership Program
- *Early On* Family Information Exchange

Implementation in Michigan

Enhancing families' capacities to meet the developmental needs of their children is monitored through the *Early On* System Review. There are indicators which address evaluation and interagency program management and development with a particular emphasis on diversity and cultural competence.

Policies and procedures for family support are part of the Local *Early On* Contract Application. Policies and procedures are expected to facilitate families' access to community resources that foster their child's development, and supports and services through interagency collaboration. Procedures are also expected to assist families to utilize informal supports and monitor other family needs included in the Individualized Family Service Plan, but not required under Part C.

The Michigan Department of Education has several initiatives underway related to this component:

- *Early On* Public Awareness, Information and Referral. This grant produces and disseminates publications statewide for child find, outreach, and public awareness to facilitate the early identification of eligible infants and toddlers. Information is directed to all primary referral sources, providers and families. This grantee:
 - Determines the extent to which primary referral sources, especially hospitals and physicians, disseminate information of the availability of early intervention services to parents of infants with disabilities.
 - Tracks referrals to local *Early On* Coordinators and Children's Special Health Care Services.
 - Maintains a toll-free telephone line for Information and Referral and Central Directory information.

- *Early On* Personnel Development System. This project provides training and technical assistance as part of the comprehensive system of personnel development. This grantee:
 - Provides training to a variety of personnel including private providers, paraprofessional, primary referral sources, and service coordinators.
 - Ensures that training content relates specifically to understanding the basic components of the *Early On* system.
 - Models family/professional partnership in the training and technical assistance provided.
- Parent Leadership Program. This project provides facilitation, training, material and fiscal support to parents who participate in regional Parent Leadership Training Programs. The purpose of this program is to support and mentor parents of children with special needs to enable their full participation on the State and Local Interagency Coordinating Councils and in the Individualized Family Service Plan process. The program also coordinates with other parent projects to enhance the ability of parents of children with special needs to participate effectively in programs that impact the lives of their children and families.
- *Early On* Evaluation Project. This project conducts ongoing evaluations of *Early On* Michigan. The findings are used as part of a quality improvement process to better support families and young children with disabilities and Local Interagency Coordinating Councils. They conduct three annual surveys: a Local Implementation Survey, a Family Survey, and a Service Coordinator Survey. The results of the surveys are collected and analyzed resulting in the creation of service area profiles that are distributed to stakeholders. The survey data can be used to drive technical assistance and training.
- Family Information Exchange Project. This project maintains a database of information which links families of children with special needs through e-mail, voice mail, and a computer bulletin board system. They also:
 - Coordinate opportunities for *Early On* parents among the various parent initiatives across the state.
 - Provide technical assistance regarding parent involvement at the regional and local levels for service providers, Local Interagency Coordinating Councils and others.
 - Support Family Coordinators to work as partners with *Early On* State Interagency Team members.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Materials are available that are culturally sensitive and in a variety of languages and formats.
- The *Early On* Personnel Development System, Parent Leadership Program, Family Information Exchange, and Public Awareness, Information, and Referral Project all provide families with information and training via inservice trainings, family gatherings, voicemail system, Key Player Packet, and Family Guidebook.
- Families are used as presenters and trainers at workshops and conferences.

The Steering Committee views this component as warranting continued attention. Important needs the Steering Committee identified included:

- Implement a sustained effort to identify and support trainers and partners that reflect the diversity in the *Early On* system.

Public input suggests that many families and providers feel the need for more training and information, especially regarding availability of services.

Summary

Families in Michigan have access to a variety of information and training to enhance their capacity to meet the developmental needs of their children. Opportunities exist to gain information from other families, as well as providers. Stakeholders participating in public input opportunities noted a continuing need for information and training especially regarding availability of services. Data should be collected in a manner that reflects family and staff training and support needs to better address those needs.

Indicator Analysis

State Indicators: (A) Lead agency training and dissemination of materials about the needs of families with eligible infants and toddlers, increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• <i>Early On</i> Personnel Development System (1997-2000)• <i>Early On</i> Evaluation Project - Local Implementation Survey (2000)• <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000)
<i>Strengths</i>	<ul style="list-style-type: none">• Data show that training teams are family-centered and well financed.
<i>Concerns</i>	<ul style="list-style-type: none">• Health related information material dissemination is inconsistent regarding categorical funding targets.• The data regarding the dissemination of mental health informational materials are not clear.• A discrepancy between identified training needs of service providers and needs prioritized by the State team represents different levels of need.• Material dissemination to address categorical needs.• Local Implementation and Service Coordinator Surveys suggest that there are unmet training needs.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue financial support of training teams.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Collect data that will reflect family and staff training/support needs and then implement training based on the needs assessment.• Implement a sustained effort to identify and support trainers and partners that reflect <i>Early On</i> system diversity.• Train providers working with categorically eligible children to disseminate materials.

State Indicators: (B) Lead agency preservice and inservice activities, utilizing family members of eligible infants and toddlers as participants and presenters, increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• <i>Early On</i> Personnel Development System (2000)• <i>Early On</i> Evaluation Project - Local Implementation Survey (2000)• <i>Early On</i> Parent Leadership Program• <i>Early On</i> Family Information Exchange
<i>Strengths</i>	<ul style="list-style-type: none">• Several universities consistently have parents as presenters or panelists in preservice training courses.• <i>Early On</i> Personnel Development System has parents as co-presenters in training.• Parent Leadership Program family stories indicate that they connect with other families to provide a "high level" of learning.
<i>Concerns</i>	<ul style="list-style-type: none">• The topics or the marketing of trainings may not be appropriate to attract families.• Higher education faculties may be unaware of recruitment methodologies to attract parents of children with special needs to participate in the educational process.• No established credentials for early intervention to encourage preservice training in all disciplines.

<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue using Parent Leadership Program and Family Information Exchange to identify and recruit parents to participate. • Continue using parents as co-presenters of trainings.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Establish a suggested set of credentials/criteria for early intervention providers. • Develop coordinated, systematic preservice training.

State Indicators: (C) Dissemination of information and materials (TV, print, publications, brochures) in a variety of languages (easily understandable to the general public), formats, and naturally occurring locations for families with eligible infants and toddlers, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Local Implementation Survey (1994-2000) • <i>Early On</i> Public Awareness, Information and Referral (2000) • Local <i>Early On</i> Contract Application - Section B (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Publications and brochures are available in four (4) languages/modes of communication.
<i>Concerns</i>	<ul style="list-style-type: none"> • Distribution of informational materials through <i>Early On</i> projects has neither increased or decreased. • Outreach to inner city minorities.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue producing materials in a variety of languages/modes of communication.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Expand format of materials (television, video, public service announcements, billboards). • Have data reflect location and format of dissemination in addition to numbers. • Provide public awareness training at regional meetings.

Family-Centered Services

Cluster Objective

Outcomes for infants and toddlers and their families are enhanced by family-centered supports and systems of services

Component CF.4 — Early Intervention Services, including transition, are family-centered because of the active involvement of families with eligible infants and toddlers.

Component Analysis

The related indicators analyze:

- A. Access to culturally competent services
- B. Training regarding options available for children after age three
- C. Service options, available after age three

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- *Early On* Evaluation Project
- *Early On* Data, Information and Reporting/EETRК
- *Early On* Public Awareness, Information, and Referral
- *Early On* Parent Leadership Program

Implementation in Michigan

The active involvement of families in family-centered early intervention services is monitored through the *Early On* System Review. Indicators are utilized to ensure that families obtain services and resources to meet their identified priorities for their children as identified in the Individualized Family Service Plan and that they receive choices and opportunities to give input as to who will coordinate their services.

The Michigan Department of Education has several initiatives underway related to this component:

- *Early On* Public Awareness, Information and Referral. This grant produces and disseminates publications statewide for child find, outreach, and public awareness to facilitate the early identification of eligible infants and toddlers. Information is directed to all primary referral sources, providers and families. This grantee:
 - Determines the extent to which primary referral sources, especially hospitals and physicians, disseminate information of the availability of early intervention services to parents of infants with disabilities.
 - Tracks referrals to local *Early On* Coordinators and Children's Special Health Care Services.
 - Produces publications in English, Spanish, Arabic and Braille.
 - Maintains a toll-free telephone line for Information and Referral and Central Directory information.
- Parent Leadership Program. This project provides facilitation, training, material and fiscal support to parents who participate in regional Parent Leadership Training Programs. The purpose of this program is to support and mentor parents of children with special needs to enable their full participation on the State and Local Interagency Coordinating Councils and in the Individualized Family Service Plan process. The program also coordinates with other parent projects to enhance the ability of parents of children with special needs to participate effectively in programs that impact the lives of their children and families.

- *Early On* Evaluation Project. This project conducts ongoing evaluations of *Early On* Michigan. The findings are used as part of a quality improvement process to better support families and young children with disabilities and Local Interagency Coordinating Councils. They conduct three annual surveys: a Local Implementation Survey, a Family Survey, and a Service Coordinator Survey. The results of the surveys are collected and analyzed resulting in the creation of service area profiles that are distributed to stakeholders. The survey data can be used to drive technical assistance and training.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strength:

- Understanding the complexity of this issue, the *Early On* system and the Steering Committee are sensitive to the challenges of involving eligible families.

The Steering Committee views this component as warranting continued attention. An important need the Steering Committee identified included:

- Limited awareness of options and services for children at the time of transition, particularly for children not eligible for Part B.

Public input indicates that the transition period is difficult for two main reasons (1) The change in relationships (moving to new service providers); and, (2) The lack of alternatives if the child is not eligible for special education.

Summary

Training, Central Directory information, and communication efforts need to be employed with Part B, at-risk, prevention, and other community programs to improve coordination and implementation of early intervention and transition services.

Indicator Analysis

State Indicators: (A) The number of families with eligible infants and toddlers who have access to culturally competent services within their local geographical areas, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Parent Leadership Program (1999) • <i>Early On</i> Evaluation Project - Family Survey (1994-2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • The family survey data on family perceptions of the provision of culturally competent services to minorities, non-English speaking, and refugee families. • Local Implementation Survey data indicate that there has been good effort statewide of capturing underrepresented groups.
<i>Concerns</i>	<ul style="list-style-type: none"> • Insufficient data to correlate culturally competent services to geographical areas.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue using Local Implementation Survey and Family Survey to capture available family services.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Consider using site visits in conjunction with survey activities again.

State Indicators: (B) Training and public awareness materials which include the full range of options available for children after age three, increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Public Awareness Information and Referral (2000) • <i>Early On</i> Evaluation Project - Family Survey (1994-2000) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (2000) • <i>Early On</i> Personnel Development System (1997-2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • There are increased efforts to develop additional family-centered information on transition per Public Awareness Information and Referral. • Family Survey supports that training has been effective. • Diverse modalities are utilized in surveying families. • <i>Early On</i> Personnel Development System is in the process of developing a training module on transition that stresses community options.
<i>Concerns</i>	<ul style="list-style-type: none"> • It is not known if all available service options, such as Head Start for the three year old population are reflected in all local central directories.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue the family-centered focus on training and public awareness materials regarding transition. • Continue utilizing different survey options with families.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Review Central Directory submissions for inclusion of information on options of services available to children after age 3.

State Indicators: (C) Utilization of a variety of service options, available after age three, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• <i>Early On</i> Evaluation Project - Family Survey (1994-2000)• <i>Early On</i> Evaluation Project - Local Implementation Survey (2000)• <i>Early On</i> Data, Information and Reporting/EETRK
<i>Strengths</i>	<ul style="list-style-type: none">• Collaborative agreements with Head Start have increased accessibility for transitioning three (3) year olds.• Current State Aid Act supporting families of young children provides new \$45 million dollars for birth through five (5) services which include All Students Achieve Program/Parent Involvement and Education program grants.
<i>Concerns</i>	<ul style="list-style-type: none">• Completion of many of the EETRK data collection fields are not required.• Limited options for three (3) year olds not transitioning to Part B.• Adequacy of transition services.• Range of services available not known.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue promoting enforcement of collaborative agreements.• Increase collaboration with All Students Achieve Program/Parent Involvement and Education program grants initiatives.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Increase the service coordinators' awareness of available service options.• Require the EETRK disposition field for services and resources on the transition plan.

Early Intervention Services in Natural Environments

Cluster Objective

Eligible infants and toddlers and their families receive early intervention services (EIS) in natural environments (NE) appropriate for the child.

Component CE.1 — Family-centered service coordination is available that effectively facilitates ongoing, timely Early Intervention Services in Natural Environments.

Component Analysis

The related indicators analyze:

- A. Sufficient number of service coordinators
- B. Service coordination training content
- C. Training addresses the needs of service coordinators
- D. Utilization of resources to provide service coordination

The following data sources served as the primary documentation in the analysis of Michigan's performance on this component:

- *Early On*® Evaluation Project
- *Early On* Systems Review
- Local *Early On* Annual Reports
- *Early On* Personnel Development System
- *Early On* Data, Information and Reporting/EETRK

Implementation in Michigan

The *Early On* System Review monitors the availability of family-centered service coordination that facilitates timely early intervention services in natural environments. Records are reviewed to ensure that the Individualized Family Service Plan includes a statement of the early intervention services needed to achieve the outcomes, including how services will be provided and if the plan includes a justification of the extent, if any, that services are not delivered in natural environments. The level of service coordination is reviewed regarding time and resources to families, and that services fit into the family's and child's daily environments, schedules and routines so that they minimally disrupt the family's life.

Local service areas must include policies and procedures assuring services in natural environments as part of the Local *Early On* Contract Application. Descriptions address securing community support and services, providing services/developmental experiences in settings common to all children, and assisting families in utilizing home and community natural environments to support child development. The contract application also requires service areas to provide policies and procedures for:

- families' options and access to a single point of contact for service coordination.
- service coordinator training needed and provided.
- the effectiveness of service coordination.

Local service areas must document how they ensure that service coordinators assist and enable eligible children and families to receive their rights, procedural safeguards and services.

The Michigan Department of Education has initiatives related to this component:

- Best Practices for *Early On* Service Coordination. Created through the State Interagency Coordinating Council, this document describes the expectations for service coordinators throughout the Individualized Family Service Plan process. It also contains the regulatory requirements for service coordination and provides guidance in how these can best be realized with families. This is used as a resource for technical assistance and training.
- Concept Paper on Natural Environments. This concept paper, created through the State Interagency Coordinating Council, provides guidance to the *Early On* system in implementing the federal requirements. The document provides a comprehensive definition of natural environments, and outlines barriers to the delivery of services in natural environments and strategies to address them. A support document on implementation has also been developed. These documents have been widely disseminated and are used as resources for training.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Michigan has a number of service coordination models.
- Service coordination is provided through a variety of agencies.
- Data collected through the *Early On* Evaluation Project Service Coordinator Survey has the potential to improve the understanding of facilitating early intervention services in natural environments.
- The Michigan State Interagency Coordinating Council has a concept paper on Natural Environments and a supporting Implementation Document.

The Steering Committee views this component as warranting continued attention. Important needs the Steering Committee identified included:

- Targeted, ongoing support of service coordinators.
- Consistent operational definitions to enhance value of data collected.
- Improved data collection to document the number of personnel providing service coordination and from what sources.

Public input validates the concerns of the Steering Committee. While service coordinators are seen as doing a good job, they seem to be less available than needed. Sufficient numbers of service coordinators is an issue. Some parents also reported confusion regarding whether they had a service coordinator.

Summary

Service coordinators and providers in Michigan need a common understanding of natural environments and alignment of data collection, evaluation measures, and system review indicators with that definition. Interagency agreement negotiations could focus on feasible service coordinator staffing levels to ensure that family-centered service coordination is available that facilitates early intervention services in natural environments.

Indicator Analysis

State Indicator: (A) There are sufficient numbers of service coordinators to enable eligible infants and toddlers and their families to receive Early Intervention Services in Natural Environments.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• <i>Early On</i> Evaluation Project - Family Survey (2000)• <i>Early On</i> Evaluation Project - Local Implementation Survey (2000)• <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000)• <i>Early On</i> Data, Information and Reporting/EETRK (1996-1999)• <i>Early On</i> Personnel Development System (1997-2000)• <i>Early On</i> System Review (1997-1999)
<i>Strengths</i>	<ul style="list-style-type: none">• Michigan is beginning to collect information through the Service Coordinator Survey.• The Service Coordinator Survey identified 871 Service Coordinators.• The Service Coordinator Survey indicates that caseloads appear low enough for many Service Coordinators to provide service coordination in accordance with federal regulations.
<i>Concerns</i>	<ul style="list-style-type: none">• Need for preservice personnel development including coursework and supervised practicum regarding delivery of services in natural environments.• Discrepancy between Service Coordinator reports on the Service Coordinator Survey and the <i>Early On</i> System Review data regarding the amount of service in natural environments.• Cannot currently tie natural environments data to Service Coordinator as requested in this indicator.• Michigan has not defined what "sufficient" number of Service Coordinators would be in order to provide service in natural environments.• There is no common understanding of natural environments (Service Coordinator Survey/<i>Early On</i> System Review process). Wording of questions on different tools may lead to discrepancy in what is being measured.• Different agencies may be providing early intervention services by different standards (disparity between Service Coordinator and <i>Early On</i> System Review data).• According to the Family Survey, it's unclear if parents know if they have a Service Coordinator.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue to collect and disseminate information about Service Coordinators through Service Coordinator Survey and agency specific data collection efforts.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Provide training for Service Coordinator supervisors as well as new or not previously trained Service Coordinators.• Define "sufficient" number of Service Coordinators, and create common understanding of natural environments.• Determine if available resources are adequate to support a sufficient number of service coordinators.

State Indicator: (B) Service coordination training addresses the special knowledge, skills, and abilities needed to serve the unique needs of eligible infants and toddlers and their families.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (2000) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • <i>Early On</i> Personnel Development System (1997-2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Training is being offered for Service Coordinators. • Training brochures and outlines from <i>Early On</i> Personnel Development System indicate Service Coordinator training focus on federal regulations. • More than 50% of the respondents to the Service Coordinator Survey have been trained. • The Family Survey 2000 indicated that more than 90% of families surveyed agreed that Service Coordinators have sufficient training and experience to listen to and understand the child's needs. • Families report <i>Early On</i> is more family-centered than their experience after transition.
<i>Concerns</i>	<ul style="list-style-type: none"> • Service Coordinators didn't recognize need for training. • Service Coordinators may have misinterpreted the Service Coordinator Survey (per Self-Assessment Team). • Limited data on local training content are available. • Correlation between Family and Service Coordinator Survey responses regarding whether services meet unique needs.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue Service Coordinator training focusing on federal regulations. • Continue promoting family-centered philosophy in working with families.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Train Service Coordinators in developing Individualized Family Service Plans that address individual family needs. • Use focus groups to improve ability to identify Service Coordinator needs and target training to meet those needs.

State Indicator: (C) Training addresses the identified Comprehensive System of Personnel Development needs of service coordinators.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Local Implementation Survey (2000) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • <i>Early On</i> Personnel Development System (1997-2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Training is offered that focuses primarily on evaluation and assessment. • Service Coordinators receive mentoring or training from a variety of sources. • Service Coordinator Survey respondents indicated they have information they need and know where to get additional information as needed.

<i>Concerns</i>	<ul style="list-style-type: none"> • Standards of practice for personnel competencies are developed by the State Interagency Coordinating Council; however, implementation is not being assessed. • Limited data regarding Comprehensive System of Personnel Development in place for early intervention services. • Need for standardized inservice training on natural environments.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue training. • Continue support of Service Coordinator access to mentors and information.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Conduct a Service Coordinator needs assessment based on role capabilities study currently being conducted. • Use the needs assessment and role capabilities study, for all stakeholders, to determine priorities for training through a Comprehensive System of Personnel Development.

State Indicator: (D) Utilization of potential State resources to provide service coordination increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • Local <i>Early On</i> Annual Reports (1999; 2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Michigan has a variety of service coordination models. • Various agencies provide service coordination. • Parents provide service coordination to other families.
<i>Concerns</i>	<ul style="list-style-type: none"> • Unable to track number of current Service Coordinators per agency. • Attrition of personnel and programs in other agencies causing a default of service coordination to education.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue having parents provide service coordination.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Enter Service Coordinator in EETRK and the agency he/she represents. • Identify and track increases of state resources over time. • Focus interagency agreement negotiations on feasible staffing levels for service coordination. • Develop competency standards for natural environments for all Part C providers. • Expand interagency resources for service coordination.

Early Intervention Services in Natural Environments

Cluster Objective

Eligible infants and toddlers and their families receive early intervention services (EIS) in natural environments (NE) appropriate for the child.

Component CE.2 — Appropriately trained public and private providers and paraprofessionals provide Early Intervention Services in Natural Environments.

Component Analysis

The related indicators analyze:

- A. Sufficient numbers of providers
- B. Use of temporary, provisional, and emergency providers
- C. Preservice and inservice training in Natural Environment
- D. Preservice and inservice training address identified Comprehensive System of Personnel Development needs

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Special Education emergency/temporary approvals
- Special Education December 1 count
- *Early On* Evaluation Project
- *Early On* Personnel Development System

Implementation in Michigan

The State Interagency Coordinating Council developed and endorsed discipline specific and cross disciplinary competencies for professionals and paraprofessionals working with families with infants and toddlers. For each professional discipline, competencies in theoretical foundations, legal/ethical foundations, inter-personal/team skills, direct service skills, and advocacy are provided. The current Comprehensive System of Personnel Development provides training to providers from multiple agencies.

The Michigan Department of Education has initiatives underway related to this component:

- *Early On* Personnel Development System. This project provides training and technical assistance as part of the comprehensive system of personnel development. They provide training to a variety of personnel including private providers, paraprofessionals, primary referral sources, and service coordinators. Natural environments have been a topic area for statewide training.
- Natural Environments Training. The Department of Community Health is using its *Early On* interagency funds to support a one day pre-conference seminar in natural environments presented by Mary Beth Bruder at the Michigan Collaborative Early Childhood Conference in January 2001.
- *Early On* Evaluation Project. This project conducts ongoing evaluations of *Early On* Michigan. The findings are used as part of a quality improvement process to better support families and young children with disabilities and Local Interagency Coordinating Councils. Service delivery in natural environments has been a part of the focus in the past year.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Inservice training is available across various disciplines and agencies.

The Steering Committee views this component as warranting continued attention. Important needs the Steering Committee identified included:

- Preservice personnel development, including coursework and supervised practica, in delivery of early intervention services in natural environments.
- Data to document the availability of sufficient numbers of personnel by discipline, geographic areas, and caseload.

Summary

Collaborative inservice training is available across various disciplines and agencies, but data regarding preservice training is lacking. Competency standards should be utilized for service coordination and providers, and applied through training provided. The *Early On* Evaluation Project Service Coordinator Survey provides useful data, and could be revised to capture additional data on appropriately trained providers of early intervention services in natural environments.

Indicator Analysis

State Indicator: (A) There are sufficient numbers of providers to meet the identified needs of all eligible infants and toddlers and their families.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (1994-2000) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • Special Education December 1 count (1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • Systems to capture data are in place.
<i>Concerns</i>	<ul style="list-style-type: none"> • It is difficult to identify service providers by location or disciplines using available data. • It is difficult to define "sufficient" personnel by discipline, geographic area, or caseloads.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue surveys.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Revise surveys adding required data fields for services, service providers and payor of services. • Align survey questions (Family Survey, Local Implementation Survey, and Service Coordinator Survey) with required federal indicators.

State Indicator: (B) The use of temporary, provisional, or emergency certifications for personnel who provide services to eligible infants and toddlers with disabilities, decreases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education December 1 count (1999) • Special Education emergency/temporary approvals (1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • Process in place for special education personnel. • Michigan's approval system provides the opportunity to fill a vacancy with a certified teacher enrolled in coursework in area of assignment.
<i>Concerns</i>	<ul style="list-style-type: none"> • The process for temporary, provisional, and emergency certification through the Michigan Department of Education does not apply to other agency providers. • Need to understand the standards to which other agency personnel are held. • Need to track longitudinally, the use of temporary, provisional or emergency personnel for <i>Early On</i> service providers. • Need to examine approved personnel waivers as part of this indicator.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Maintain process of temporary, provisional and emergency certifications for education personnel.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Establish interagency system to track the use of service providers who meet the highest qualification standard for their discipline. • Report the use of temporary, provisional, and emergency personnel and provide certification across agencies. • Develop systems that supports demonstration of competencies.

State Indicator: (C) Preservice and inservice training addresses the special knowledge, skills, and abilities needed to serve the unique needs of eligible infants and toddlers and families in Natural Environment.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • <i>Early On</i> Personnel Development System (1997-2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Interagency inservice training is available across various disciplines/agencies. • Community Mental Health provides training to caregivers. • The State Interagency Coordinating Council has a Comprehensive System of Personnel Development committee. • Curricula for inservice training on natural environments are updated regularly to reflect most recent policy and best practice.
<i>Concerns</i>	<ul style="list-style-type: none"> • Preservice data related to this indicator are needed. • A coordinated effort for statewide training on natural environments is needed. • Consistency of curricula across preservice and inservice training is not known.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue <i>Early On</i> inservice trainings.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Provide curriculum with consistent objectives/criteria for preservice and inservice related to natural environments. • Require providers to document training received regarding natural environments.

State Indicator: (D) Preservice and inservice training address identified Comprehensive System of Personnel Development needs.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Inservice training system. • Service Coordinator Survey for input on training. • A preconference workshop on natural environments presented by Mary Beth Bruder is scheduled for the Michigan Collaborative Early Childhood Conference on January 24, 2001.
<i>Concerns</i>	<ul style="list-style-type: none"> • Lack of preservice data as related to Comprehensive System of Personnel Development. • Michigan's use of distance learning opportunities seems limited.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue using Service Coordinator Survey.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Expand use of Service Coordinator Survey to other service providers previously trained by <i>Early On</i> Personnel Development System. • Utilize competency standards for <i>Early On</i> service providers. • Establish ongoing tracking system for preservice training and provide necessary training. • Offer more distance learning opportunities and track use. • Video tape local trainings for providers to watch at their convenience.

Early Intervention Services in Natural Environments

Cluster Objective

Eligible infants and toddlers and their families receive early intervention services (EIS) in natural environments (NE) appropriate for the child.

Component CE.3 — The needs of eligible infants and toddlers and their families are determined through appropriate evaluation information.

Component Analysis

The related indicators analyze:

- A. Sufficient numbers of examiners to conduct and interpret evaluations
- B. Whether qualified personnel conduct evaluations and interpret results
- C. Timeliness of evaluations

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- *Early On* Evaluation Project
- *Early On* Professional Development Survey

Implementation in Michigan

Appropriate evaluation information for infants and toddlers is monitored through the *Early On* System Review to ensure that:

- The evaluation includes review of health status, functional assessment in each of the five developmental areas, parent-child observation, and parent input.
- Evaluation and assessment findings are written and discussed in a timely fashion, in ways that are understandable to parents and professional and emphasize the child's strengths and abilities as well as needs.
- Providers from appropriate programs/agencies coordinated multidisciplinary evaluations, assessments and Individualized Family Service Plans are coordinated in a timely manner.

Local *Early On* Contract Applications also require the documentation of procedures which ensure that public agencies responsible for evaluation and assessment of children and families conduct evaluations utilizing qualified staff in a culturally competent manner. They further ensure that no single procedure is used as the sole criterion for determining a child's eligibility.

The Michigan Department of Education has initiatives underway related to this component:

- *Early On* Personnel Development System. This project provides training and technical assistance as part of the comprehensive system of personnel development. Training is provided to a variety of personnel including private providers, paraprofessionals, primary referral sources, and service coordinators. One emphasis has been on training providers in the Infant Developmental Assessment (IDA).
- *Early On* Evaluation Project. This project conducts ongoing evaluations of *Early On* Michigan. The findings are used as part of a quality improvement process to better support families and young children with disabilities and Local Interagency Coordinating Councils. Information regarding evaluation and assessment processes are available both from the family and provider perspective.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- *Early On* has a high standard for multidisciplinary evaluations and a four part assessment process.
- *Early On* Personnel Development system has provided training on the Infant Developmental Assessment and interagency staff are using this tool.

The Steering Committee views this component as warranting continued attention. Important needs the Steering Committee identified included:

- Supporting qualified personnel who conduct evaluations through ongoing training and mentorship.
- Instituting local review processes to ensure that evaluations are appropriate and timely.

Summary

Children for whom there are developmental concerns are evaluated so as not to "screen them out" of services. Trainings on evaluation are available, and Michigan has high standards for multidisciplinary evaluations and a comprehensive assessment process. A more concretely defined level of competence for examiners is needed.

Indicator Analysis

State Indicator: (A) There are sufficient numbers of examiners to conduct and interpret required evaluations for eligible infants and toddlers and their families.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000)
<i>Strengths</i>	<ul style="list-style-type: none">• A large pool of potential evaluators has been identified.• Data indicate training is occurring.
<i>Concerns</i>	<ul style="list-style-type: none">• Identification of current evaluators.• All children may not be getting a comprehensive evaluation that addresses the five areas of development.• Completion and correctness of forms/documentation.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue to identify and train a large pool of potential examiners.• Enforce high standards for evaluation in all areas of development, in the context of the family.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Institute a local self-assessment or review process to ensure appropriate and adequate documentation of evaluations for eligible children.• Define more concretely the competencies required of examiners.

State Indicator: (B) Qualified personnel conduct evaluations and interpret results.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• <i>Early On</i> Evaluation Project - Local Implementation Survey (2000)• <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000)• <i>Early On</i> Personnel Development System (1997-2000)
<i>Strengths</i>	<ul style="list-style-type: none">• Potential to build pool of qualified examiners who can use Infant Developmental Assessment because of trainings offered.• Confidence in ability to assess children indicated by the Local Implementation Survey and Service Coordinator Survey.
<i>Concerns</i>	<ul style="list-style-type: none">• State personnel standards differ from Infant Developmental Assessment certification.• Lack of compatibility across agencies regarding how the State defines "qualified."• Need a list of appropriate evaluation tools.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue Infant Developmental Assessment training and other assessment trainings, as necessary.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Use State standards for qualified personnel and include a plan for training and mentorship.

State Indicator: (C) Eligible infants and toddlers and their families receive timely evaluations.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• <i>Early On</i> Evaluation Project - Family Survey (2000)• <i>Early On</i> Evaluation Project - Local Implementation Survey (2000)
<i>Strengths</i>	<ul style="list-style-type: none">• Timely training provided and documented.• The Michigan Department of Education expects intermediate school districts to monitor timeliness of evaluations at local level.

<i>Concerns</i>	<ul style="list-style-type: none"> • Discrepancy between <i>Early On</i> system review findings and perception of timeliness indicated on Local Implementation Survey.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue training. • Continue <i>Early On</i> System Review.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Have an external reviewer conduct record review with each Local Interagency Coordinating Council.

Early Intervention Services in Natural Environments

Cluster Objective

Eligible infants and toddlers and their families receive early intervention services (EIS) in natural environments (NE) appropriate for the child.

Component CE.4 — Appropriate Early Intervention Services and supports that address the unique needs of eligible infants and toddlers and their families are provided in Natural Environments.

Component Analysis

The related indicators analyze:

- A. Collaboration among local/state agencies
- B. Percentage of children served in natural environment
- C. Community-based service opportunities
- D. Numbers of service coordinators and providers
- E. Training of service coordinators and providers
- F. Preservice and inservice training addressing identified Comprehensive System of Personnel Development needs
- G. Positive survey results

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- *Early On* Evaluation Project
- Local *Early On* Contract Application
- *Early On* Data, Information and Reporting/EETRK
- *Early On* Personnel Development System
- Local *Early On* Annual Reports

Implementation in Michigan

The *Early On* System Review monitors collaboration, training and provision of early intervention services that address the unique needs of infants, toddlers and their families in natural environments. In particular, the provision of family-centered services, interagency collaboration and the quality of personnel are monitored. Service coordination is monitored to ensure that:

- Good communication skills are utilized to develop partnerships with parents to plan and carry out the Individualized Family Service Plan.
- Information about formal and informal sources of support for families (including advocacy services and financial resources) are shared.
- Families obtain services and resources to meet their identified priorities.
- Appropriate services are provided in the family's and child's daily environments, schedules and routines.
- Collaborative relationships with local preschools and child care providers are established to promote the integration of infants and toddlers with disabilities.

Through the Local *Early On* Contract Application, service areas are required to submit:

- Results of the Implementation Inventory (based on the Part C Cluster Areas of the Continuous Improvement Monitoring Process and Procedural Safeguards).
- Procedures for the provision of services in natural environments.
- Policies and procedures for ensuring a comprehensive system of personnel development.

Discipline specific and cross disciplinary competencies for professionals and paraprofessionals working with families with infants and toddlers have been developed and endorsed by the State Interagency Coordinating Council. For each professional discipline, competencies in theoretical foundations, legal/ethical foundations, inter-personal/team skills, direct service skills, and advocacy are provided.

The State Interagency Coordinating Council has also developed a concept paper on natural environments. This paper provides guidance to the *Early On* system in implementation of the federal requirements. The document provides a comprehensive definition of natural environments and outlines barriers to the delivery of services in natural environments and strategies to address them. A support document on implementation has also been developed.

The Michigan Department of Education has several initiatives underway related to this component:

- *Early On* Personnel Development System. This project provides training and technical assistance as part of the comprehensive system of personnel development. The grantee provides natural environments training for a variety of personnel including private providers, paraprofessionals, primary referral sources, and service coordinators.
- *Early On* Evaluation Project. This project conducts ongoing evaluations of *Early On* Michigan. The findings are used as part of a quality improvement process to better support families and young children with disabilities and Local Interagency Coordinating Councils. Service delivery in natural environments has been a part of their focus in the past year.
- Natural Environments Training. The Department of Community Health is using its *Early On* interagency funds to support a one day pre-conference seminar in natural environments presented by Mary Beth Bruder at the Michigan Collaborative Early Childhood Conference in January 2001.
- Data Collection, Information and Reporting/EETRK. This grant supports the data management components of the *Early On* system. Specifically, they:
 - Compile and report data concerning the number of infants, toddlers and their families in need of appropriate early intervention services, the number served and the types of services provided.
 - Provide technical assistance and training necessary to collect and interpret the data for systems improvement.
 - Create and distribute service area profiles to the State Interagency Coordinating Council, the Michigan Department of Education, local service areas and other interested parties.
- Demonstration Sites for Early Intervention/Early Childhood Practices. This initiative will provide technical assistance, consultation, and personnel development to selected sites to improve early intervention services in natural environments, early childhood transition, and inclusive preschool options. Guidelines and quality indicators will be developed for use statewide as a result of this project.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- EETRK is well established and has potential to collect more descriptive data on natural environments.
- *Early On* System Review provides important information and accountability.
- Interagency training is taking place.

The Steering Committee views this component as warranting continued attention. Important needs the Steering Committee identified included:

- Further analyses of multisource data findings based on Evaluation Project Surveys, EETRK and *Early On* System Review need to be compared and cross referenced.

- Continued support for interagency collaboration and further analyses of apparent decreases in collaborative assessment, service coordination and provision.

Participants in the public input process consistently discussed district-to-district variation in supports and services. Both parents and providers noted the wide variation in service delivery models between, or even within, service areas.

Summary

Michigan has multiple sources of data, however, collecting and tracking efforts need to be better coordinated for effective comparison. A number of new initiatives for prevention and at-risk children are underway and coordination needs to increase with *Early On*. Inservice training is occurring at a variety of levels but preservice training needs to improve. Service Coordination Standards and Competencies need to be utilized to result in more effective implementation.

Indicator Analysis

State Indicator: (A) Collaboration increases among local/state agencies to provide appropriate Early Intervention Services to eligible infants and toddlers and their families in Natural Environments.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Local Implementation Survey (1994-2000) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • Local <i>Early On</i> Contract Application - Section B (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Collaboration across many agencies and disciplines. • Collaboration between the Local Interagency Coordinating Council and the Multi-Purpose Collaborative Body.
<i>Concerns</i>	<ul style="list-style-type: none"> • Recent decrease in interagency assessment, service provision and coordination. • Lack of information regarding collaboration of services in natural environments. • Current evaluation tools do not correlate with indicators.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue collaboration across many agencies and disciplines. • Encourage the continuation of formal mechanisms to support collaboration — namely the Local Interagency Coordinating Councils and Multi-Purpose Collaborative Bodies across the State.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Require that EETRK data entry include Service Coordinator and service provider information. • Study reasons for apparent decreases in collaborative service provision.

State Indicator: (B) The percentage of eligible infants and toddlers and their families served in a variety of Natural Environments increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (2000) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • <i>Early On</i> Data, Information and Reporting/EETRK (1992-1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • EETRK system in place. • <i>Early On</i> System Review is capable of tracking improvement. • Training is available to increase understanding of natural environments.
<i>Concerns</i>	<ul style="list-style-type: none"> • Clear definition of natural environments needed for Local Implementation Survey and Family Survey. • Inconsistency of agency policies (Family Independence Agency/Community Mental Health/Public Health) with Part C regulations for natural environments. • Lack of documentation that justifies when services are provided in a location other than natural environments.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue multiple tracking methods for data comparison: surveys, <i>Early On</i> System Review, EETRK.

<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Strengthen state and local interagency agreements to support natural environments. • Use common unit of measurement, track location and type of services (not just primary setting) provided for each child. • Track and document justifications for providing services in other than natural environments.
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State Indicator: (C) Opportunities for community-based services, as a result of systems capacity building, increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Local Implementation Survey (2000) • Local <i>Early On</i> Annual Reports (1999; 2000) • Local <i>Early On</i> Contract Application - Sections A and B (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Availability of discretionary funds. • Secondary prevention grants: 0-3 Prevention, and All Students Achieve Program/Parent Involvement Education. • Community-based services are identified and listed in local versions of Central Directory and several are posted on the internet.
<i>Concerns</i>	<ul style="list-style-type: none"> • Limited knowledge about community-based services. • Lack of data to show increase/decrease. • Limited knowledge of initiatives designed to increase community-based services. • Unclear definition of systems capacity building. • Limited understanding of what early intervention and natural environments are and why we need to build system capacity. • Limited number of qualified child care providers willing to accept children with complex disabilities.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue providing discretionary funds. • Increase coordination with secondary prevention grants.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Develop a common understanding of individual agency, community-based responsibility in Part C service coordination and provision.

State Indicator: (D) There are sufficient numbers of service coordinators and providers to meet the identified needs of all eligible infants and toddlers and their families.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (1994-2000) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • <i>Early On</i> Data, Information and Reporting/EETRK (1994-1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • The needs of the family (Family Survey) are taken into account by early intervention. • Over 50% of families reported there was someone to help them find services (Family Survey). • Many Service Coordinators say they have enough time to get their job done (Service Coordinator Survey).
<i>Concerns</i>	<ul style="list-style-type: none"> • Survey data currently being gathered may be contingent on competence of the Service Coordinator or service provider. • Survey results do not provide direct answers to questions relating to needs, unmet needs, and accessibility. • Lack of documented coordination of services to meet identified needs revealed by record review.

<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to focus on child and family needs.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Match Family Survey results to Service Coordinator Survey results and define why needs may be unmet. • Conduct content analysis of evaluations and Individualized Family Service Plans to determine all identified needs in one collaborative plan.

State Indicator: (E) Training of service coordinators and providers addresses the special knowledge, skills, and abilities needed to serve the unique needs of eligible infants and toddlers with disabilities and their families in Natural Environments.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Personnel Development System (1997-2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (2000) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Training is being offered for Service Coordinators. • Training brochures and outlines from <i>Early On</i> Personnel Development System indicate Service Coordinator training focus on federal regulations. • More than 50% of the Service Coordinator Survey respondents have been trained. • The Family Survey 2000 indicated that more than 90% of families surveyed agreed that Service Coordinators listen, understand the child's needs, and are well-trained and experienced. • Inservice training is available across various disciplines. • Various disciplines/agencies attend collaborative trainings. • Mary Beth Bruder will present a preconference workshop on natural environments for the Michigan Collaborative Early Childhood Conference on January 24, 2001.
<i>Concerns</i>	<ul style="list-style-type: none"> • Service Coordinators didn't recognize need for training. • Discrepancy between Family and Service Coordinator Survey responses regarding whether services meet needs. • There is a lack of preservice data. • Lack of coordinated effort for training throughout the state related to natural environments. • Lack of consistent curriculum for preservice and inservice training.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue Service Coordinator training focused on federal regulations. • Continue <i>Early On</i> inservice trainings.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Compile Service Coordinator training needs. • Revise surveys to capture families' unmet needs. • Provide continuing education units for all trainings. • Provide consistent objectives/criteria/curriculum for preservice and inservice training related to natural environments.

State Indicator: (F) Preservice and inservice training address the identified Comprehensive System of Personnel Development needs.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000) • <i>Early On</i> Evaluation Project - Family Survey (2000)
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<i>Strengths</i>	<ul style="list-style-type: none"> • Some training is offered, focusing primarily on evaluation and assessment. • Service Coordinators receive mentoring or training from a variety of sources. • Service Coordinator Survey respondents indicated they have the information they need and know where to get additional information as needed. • Established inservice training system. • Survey to Service Coordinators for input on training.
<i>Concerns</i>	<ul style="list-style-type: none"> • No clear data available on preservice training.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue existing inservice trainings. • Continue to use Service Coordinator Surveys and expand use to the 13,316 Service Providers from the <i>Early On</i> Personnel Development System.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Explore methods of analyzing preservice training with Comprehensive System of Personnel Development needs.

State Indicator: (G) Positive results of surveys, when available, increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (1994-2000) • <i>Early On</i> Evaluation Project - Local Implementation Survey (1994-2000) • <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Family Survey provides baseline data and some data over time. • Some of the data are very positive in regard to satisfaction.
<i>Concerns</i>	<ul style="list-style-type: none"> • Parent satisfaction may not be linked to natural environments and unique needs of family routines. • Discrepancy between record review and surveys.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to collect data from families. • Continue Family Survey.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Develop survey questions regarding natural environments and unique needs and satisfaction. • Define natural environments in the survey. • Identify why there is a discrepancy between record reviews and surveys.

Early Childhood Transition

Cluster Objective

Transition planning results in needed supports and services, available and provided, as appropriate, to a child and the child's family when the child exits Part C.

Component CT.1 — Children exiting Part C receive the services they need by their third birthday, when appropriate.

Component Analysis

The related indicators analyze:

- A. Transition training provided
- B. Transition planning by trained individuals
- C. Part B programs and services received by third birthday
- D. Programs and services for children not eligible for Part B received by third birthday
- E. Community-based services for three year olds not eligible for Part B
- F. Parent satisfaction

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Statewide Parent Survey (2000)
- *Early On*® Evaluation Project
- Local *Early On* Implementation Survey
- *Early On* Evaluation Project — Family Survey
- *Early On* Evaluation Project — Service Coordination Survey
- Local *Early On* Contract Application
- *Early On* Data, Information and Reporting/EETRK
- *Early On* Personnel Development System
- Local *Early On* Annual Reports
- *Early On* Michigan Standards for Transition Practice
- *Early On* Public Awareness, Information and Referral

Implementation in Michigan

Early childhood transition is monitored through the *Early On* Service Review. Specific indicators ensure opportunities for transition planning and services both for children who are eligible for services under Part B and those who are not eligible. These items include:

- Assisting families to obtain other services if their child is ineligible.
- Holding a conference 90 days prior to child's third birthday and developing a transition plan that includes transition evaluations, financial responsibility, and disposition of records.
- Providing families a service area resource directory of services available.

The Local *Early On* Contract Application requires a description of the collaborative practices provided regarding time lines, transition, and referral. These requirements are a combination of federal regulations, state policy and best practice principles and are required of each service area.

The State Interagency Coordinating Council has developed the *Early On* Michigan Standards for Transition Practice which include principles and standards for system considerations in anticipated transitions, planning for anticipated transitions and developing the transition plan and program considerations.

The Michigan Department of Education has several initiatives underway related to this component

- *Early On* Personnel Development System. This project provides inservice training and technical assistance as part of the comprehensive system of personnel development. This grantee:
 - Provides training to a variety of personnel including private providers, paraprofessionals, primary referral sources, and service coordinators.
 - Ensures that training content relates specifically to understanding the basic components of the *Early On* system.
 - Provides activities relative to the assurance of procedural safeguards for children and families under Part C.
- Data Collection, Information and Reporting/EETRК. This grant supports the data management components of the *Early On* system. Specifically, this grantee:
 - Compiles and reports data concerning the number of infants, toddlers and their families in need of appropriate early intervention services, the number served and the types of services provided.
 - Produces required federal reports.
 - Provides technical assistance and training necessary to collect and interpret the data for systems improvement.
 - Creates and distributes service area profiles to the State Interagency Coordinating Council, the Michigan Department of Education, local service areas and other interested parties.
- *Early On* Evaluation Project. This project conducts ongoing evaluations of *Early On* Michigan. The findings are used as part of a quality improvement process to better support families and young children with disabilities and Local Interagency Coordinating Councils. The grantee conducts three annual surveys: a Local Implementation Survey, a Family Survey, and a Service Coordinator Survey. The survey results are analyzed resulting in the creation of service area profiles that are distributed to stakeholders. The survey data can be used to inform technical assistance and training.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Michigan State Interagency Council has developed Standards of Practice for Transition.
- *Early On* Evaluation Project Family Survey includes a transition version which provides information regarding families' experience and satisfaction with transition planning.
- Training on transition has begun, and parents are involved in the training.

The Steering Committee views this component as warranting continued attention. Important needs the Steering Committee identified included:

- Standardized transition planning and training: establish joint training for Part B and Part C; address services for children noneligible for Part B in planning and training collect and track training data.
- Required transition training for stakeholders (e.g. parents, child care providers, Head Start, preschool providers, service coordinators) made available on an ongoing basis.

Public input indicates that the transition period is difficult for two main reasons (1) The change in relationships (moving to new service providers); and, (2) The lack of alternatives if the child is not eligible for special education.

Summary

Transition planning and processes are in place and are occurring, but often inconsistently and frequently are not timely. Services are readily available for children eligible for Part B services, but there are few options for children exiting Part C who are not eligible for Part B.

Indicator Analysis

State Indicators: (A) Transition training is provided jointly to Part B and Part C providers and parents in response to their identified needs.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• <i>Early On</i> Public Awareness, Information and Referral (2000)• <i>Early On</i> Personnel Development System (1997-2000)• <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000)• <i>Early On</i> Michigan Standards for Transition Practice (1995)
<i>Strengths</i>	<ul style="list-style-type: none">• A transition brochure was created through Public Awareness and Information Referral Project.• Transition standards created by the State Interagency Coordinating Council, Standards of Practice Committee, are used in training.
<i>Concerns</i>	<ul style="list-style-type: none">• No planned joint Part B/Part C training for providers and parents (although some Part C providers are also Part B providers).
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue distributing transition brochure and transition standards.• Continue training based on standards.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Standardize transition planning and training.• Establish joint Part B/Part C transition training.• Address services for non-Part B eligible children in planning and training.• Collect and track training data.• Require transition training for stakeholders (e.g., parents, child care providers, Head Start, preschool).

State Indicators: (B) Trained individuals, including parents, provide transition planning.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• <i>Early On</i> Evaluation Project - Local Implementation Survey (2000)• <i>Early On</i> Evaluation Project - Service Coordinator Survey (2000)• Local <i>Early On</i> Contract Application - Section B (2000)• <i>Early On</i> Personnel Development System (1997-2000)• <i>Early On</i> Michigan Standards for Transition Practice (1995)
<i>Strengths</i>	<ul style="list-style-type: none">• <i>Early On</i> Personnel Development System transition training involves parents as trainers.• State Interagency Coordinating Council has developed Standards for Transition.• Transition training is increasing in some service areas.
<i>Concerns</i>	<ul style="list-style-type: none">• Training given on request, however, Service Coordinator Survey data indicate that 35% of Service Coordinators conduct transition planning without training.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue utilizing parents as transition trainers.• Promote use of State Interagency Coordinating Council Standards for Transition.• Review training efforts to ensure varied training formats for service coordinators in transition planning (e.g., monitoring, inservice training, self-study).
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Require that providers document transition training received and demonstrate competency in transition planning.

State Indicators: (C) The percentage of children with disabilities, eligible under Part B, who receive appropriate special education and related services by their third birthday when appropriate, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Data, Information and Reporting/EETRK (1998-1999) • Local <i>Early On</i> Implementation Inventory (2000) • Local <i>Early On</i> Contract Application - Section B (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • EETRK and Implementation Inventory provide data related to this indicator. • Compliance Information Management System will track eligible children from Part C to Part B services. • Collaborative agreements with Head Start have increased accessibility for transitioning 3 year olds.
<i>Concerns</i>	<ul style="list-style-type: none"> • Access to preschool special education services varies from district to district relative to the child's third birthday.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to use EETRK and Service Area Implementation Inventory results for information and for tracking. • Continue promoting use of collaborative agreements.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Cross reference Part B and Part C data at age three. • Review Central Directory submissions for inclusion of information on service options available to children after age three. • Analyze variations across districts and develop action plans as needed.

State Indicators: (D) The percentage of children not eligible for services under Part B, who receive other appropriate services by their third birthday when appropriate, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Data, Information and Reporting/EETRK (1998-1999) • <i>Early On</i> Evaluation Project - Family Survey (1994-2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • EETRK data shows increase of Part C only children (those not eligible under Part B) who receive services. • Current State Aid Act provides new \$45 million for birth-5 services supporting families of young children (All Students Achieve Program/Parent Involvement Education grants).
<i>Concerns</i>	<ul style="list-style-type: none"> • Many EETRK fields are not required for federal reports. • Lack of tracking for children who are not eligible for Part B at their third birthday. • Unknown if all available service options for three year olds (e.g., Head Start, etc.) are reflected in local central directories. • Limited options for 3 year olds not transitioning to Part B.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue EETRK data collection efforts. • Increase collaboration with All Students Achieve Program/Parent Involvement Education initiatives.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Require EETRK fields for services and resources on the transition plan. • Review Central Directory submissions for inclusion of information on service options available to children after age 3.

State Indicators: (E) Opportunities for community-based services for children exiting Part C and not eligible for Part B, increase as a result of ongoing program evaluation and systems capacity-building.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (1994-2000) • Local <i>Early On</i> Annual Reports (1999; 2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • There is a transition version of the Family Survey.
<i>Concerns</i>	<ul style="list-style-type: none"> • Unclear definitions and knowledge of community based services and system capacity building. • Local <i>Early On</i> Annual Reports do not consistently include data on followup of children who exited Part C.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue utilizing transition version of the Family Survey and analyze the results.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Increase interagency coordination with secondary prevention grants. • Provide a common understanding of individual agency/community based responsibility for coordination and provision of Part C services. • Establish standardized method for Local Interagency Coordinating Councils to collect transition data, including children not eligible for Part B, and services to which they transition.

State Indicators: (F) Positive results from parent satisfaction surveys, when available, increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Evaluation Project - Family Survey (1994-2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Family Survey that includes a transition version. • Longitudinal data of general satisfaction including families who have transitioned.
<i>Concerns</i>	<ul style="list-style-type: none"> • Limited formats for collecting family data. • No data from post transition service providers.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue Family Survey. • Continue collecting longitudinal data from families.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • During Record Review, include phone contact, face-to-face interviews with families who have transitioned, etc. • Compare and contrast record review data with survey data.

Parent Involvement

Cluster Objective

Provision of a free appropriate public education (FAPE) to children and youth with disabilities is facilitated through parent involvement in special education services.

Component BP.1 — Parent involvement is advanced through training and information dissemination to parents, youth with disabilities and staff.

Component Analysis

The related indicators analyze:

- A. Parent and staff joint participation in training
- B. Training and information based on needs
- C. Training, technical assistance, and information use
- D. Parent and staff awareness of parental rights and responsibilities
- E. Training and information in a variety of languages, formats, and locations
- F. Parent active involvement in decision-making

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Michigan Monitoring Model and Standards
- Intermediate School District Plan Criteria
- Statewide Parent Advisory Committee
- Statewide Parent Survey
- State Improvement Plan/State Improvement Grant
- Transition Services Project
- Comprehensive Parent Services System
- Michigan Youth Leadership Forum
- Personnel Development Mini-Grants
- Individuals with Disabilities Education Act 1997 Training
- Michigan Council for Exceptional Children
- Developmental Disabilities Institute
- Growth for Families
- Michigan Department of Education Memoranda
- TransACT
- Parent Training and Information Centers

Implementation in Michigan

The special education compliance monitoring review provides data on the standards relating to parent participation:

- In the diagnostic phase including referral and consent for evaluation, multidisciplinary evaluation team, and evaluation review;
- In the individualized education program and manifestation determination review processes; and
- In the informing phases of reporting student progress to parents and informing parents regarding the age of majority rights for their child.

Additionally, there are monitoring requirements that review the procedural safeguards process, and policies relating to parent participation.

Intermediate School District Plan Criteria require documentation of the districtwide parent advisory committee membership, composed of parents of students with disabilities. There is a corresponding Statewide Parent Advisory Committee, supported by the Michigan Department of Education. Its purpose is to support the intermediate school district parent advisory committee chairpersons through a regional network.

The Statewide Parent Survey, conducted as part of the Continuous Improvement Monitoring self-assessment process, asked about parent participation in district-based training and their perception of involvement in decision-making. The results correlated positively with the results of the Monitoring Parent Survey and indicate that the majority of parents (60%) report being always involved in decisions about their child. An additional 29% report being sometimes involved. Very few (18%), however, indicate that they attend workshops or parent meetings sponsored by their local district.

The Michigan Department of Education provides funding for data collection and service needs related to this component including:

- Comprehensive Parent Support Services System. This state discretionary project provides both parent to parent and joint parent/provider training and links parent information resources to meet these needs effectively.
- Center for Educational Networking. This state discretionary project serves as an information clearinghouse with online and telephone ordering options. Information is available to families, educators, and other interested parties.
- State Improvement Plan/State Improvement Grant. This federal grant provides statewide information and training on priority topics. Joint parent/professional information development and training are modeled, both among participants and trainers, for all State Improvement Grant sponsored activities. There are also sustained learning and capacity building pilot sites which have parents as partners.
- Michigan Youth Leadership Forum. The Michigan Commission on Disability Concerns sponsored a summer leadership development institute for high school students with disabilities. The Michigan Department of Education provided support.
- Parent Liaison. The Michigan Department of Education created a parent liaison position in 1998. Through this position, support is provided using a variety of methods including meeting attendance, telephone and e-mail contact. A newsletter, begun in 1999, is sent to intermediate school district parent advisory committee chairpersons and other interested parties.

During the public input process, participants were asked, "Are students with disabilities receiving the special education and related services they need?" A number of themes emerged from the statewide summary of responses. One theme pertinent to this component relates to lack of communication.

Public input meeting participants suggested that there is a general lack of knowledge regarding parent rights and responsibilities. The challenge for parents is to gain sufficient understanding of available services to enhance their own decision-making, develop trust in the provider, and acknowledge when they do not understand. Also, participants discussed the correlation between the level of parent involvement and the array of services provided to their child. They reported that some districts do not tell them what is possible, only what is available, directing students into existing programs rather than responding to individual needs.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths for this component:

- The Statewide Parent Advisory Committee is an asset to the state.
- Statewide advocacy groups take responsibility for training and information dissemination.
- There are parents who are more involved now than in years past.

The Steering Committee sees this component as warranting further attention. Important needs identified include:

- While the state has made progress in promoting joint parent/staff training opportunities and establishing structures for parent input, the data collected by the Michigan Department of Education sponsored programs and services are not uniform. This makes it difficult to aggregate and analyze data.
- The needs of parents, students, and staff are not identified in a consistent manner.
- Consistent training in rights and responsibilities is needed statewide for parents, staff and students with disabilities.
- Assessment of the needs of youth with disabilities and the training opportunities afforded them are very limited at this time.

The Steering Committee found that:

- There is a the lack of data on staff understanding of parent rights and responsibilities
- The rights and responsibilities of parents are not uniformly discussed across the state

Summary

Michigan has made progress in encouraging parent participation through training, information dissemination, and pilot site initiatives. Uniform data collection is needed for further improvement. Consistent statewide training in parent/student rights and responsibilities is also needed. Assessment of the needs of youth with disabilities and the provision of training opportunities for them must be developed more fully.

Indicator Analysis

State Indicators: (A) The number of parents and staff participating in joint training increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Transition Services Project (2000)• Comprehensive Parent Services System (2000)• State Improvement Plan/State Improvement Grant (2000)• Personnel Development - Mini-grants and support for conferences• Intermediate School District Plan Criteria (2000)• Individuals with Disabilities Education Act 1997 training• Michigan Council for Exceptional Children• Statewide Parent Survey (2000)
<i>Strengths</i>	<ul style="list-style-type: none">• The Michigan Department of Education funds statewide parent conferences which include joint training strands.• Intermediate school district Plans require an intermediate school district level parent advisory committee.• Many local education agencies model the intermediate school district structure for special education parent advisory committees.• The Michigan Department of Education funds the Comprehensive Parent Services System. One component is focused on parent/professional partnership and joint training.• Parents participate in the Michigan Council for Exceptional Children annual conventions.• Parent advisory committee chairperson signs the intermediate school district Plan which includes the design for intermediate school district level Comprehensive System for Personnel Development.• State Improvement Grant provides all training as joint learning opportunities and has parents as co-trainers.• The Michigan Department of Education sponsored joint training in Individuals with Disabilities Education Act 1997 trainings (parents were co-trainers).• Individuals with Disabilities Education Act 1997 Train the Trainers Model – 25 parent members of training teams from across the state returned to their districts and trained others.• The Michigan Department of Education professional development mini-grants require parent participation.• Several intermediate school districts support (financially and philosophically) parent participation in training.
<i>Concerns</i>	<ul style="list-style-type: none">• While the Michigan Department of Education provides many opportunities for joint training, data are not collected and disaggregated in a consistent enough manner to document increases in participants.• 18% of parents responding to the Statewide Parent Survey reported being involved in workshops sponsored by their child's district.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue to ask groups to provide information on joint trainings.• Continue to publicize the value of joint training.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Develop a uniform data collection system for all activities funded by the Michigan Department of Education to improve ability to report relative to this indicator.• Develop strategies for improving the low levels of parent participation in local training and parent groups.

State Indicators: (B) Training and information dissemination address identified needs of parents, youth with disabilities, and staff.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Comprehensive Parent Services System (2000) • Transition Services Project (2000) • Statewide Parent Advisory Committee Bi-Annual Conference Agenda (2000) • State Improvement Plan/State Improvement Grant (2000) • Preliminary Michigan Monitoring Model (2000) - Introduction • Michigan Youth Leadership Forum (2000) • Developmental Disabilities Institute, Wayne State University (1997) • Monitoring Standards for Special Education (2000) - committee membership
<i>Strengths</i>	<ul style="list-style-type: none"> • Data from several groups indicate that there are many training opportunities and much information disseminated in the state. • Established links are in place between funded and non-funded groups to provide disability specific information. • The Michigan Department of Education provides resources to support training and information dissemination. • The Michigan Department of Education maintains formal linkages with state organizations which provide training to providers and parents. • The Michigan Department of Education is a partner in supporting the Michigan Youth Leadership Forum, a learning opportunity for high school students with disabilities. • The State Improvement Grant was developed by stakeholders and supports information dissemination and training.
<i>Concerns</i>	<ul style="list-style-type: none"> • There is no consistent format through which the needs of parents, staff, and youth with disabilities are identified. • There is no uniform evaluation process for training, information, and dissemination. • There is little evidence of training/information dissemination that targets youth with disabilities. • Survey data has not been collected from youth with disabilities regarding their needs.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to support linkages between organizations and Michigan Department of Education sponsored initiatives.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Develop a regularly administered needs assessment for all populations (parents, youth, and staff) utilizing representative samples. Use the 1998 Comprehensive System for Personnel Development survey as a resource. • Develop and use a uniform evaluation process for training and information dissemination for all activities supported by the Michigan Department of Education. • Emphasize improving the linkages to youth with disabilities. • Expand the student focus group model initiated as part of the continuous improvement monitoring process.

State Indicators: (C) Utilization of training opportunities, technical assistance and information, by parents, youth with disabilities, and staff, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Comprehensive Parent Services System (2000) • Transition Services Project (2000) • Michigan Council for Exceptional Children Convention (2000) • Statewide Parent Advisory Committee Bi-Annual Conference Agenda (2000) • Michigan Youth Leadership Forum (2000) • Growth for Families Bi-Annual Conference Agenda (1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • The Michigan Department of Education provides a number of training opportunities open to parents, staff, and youth with disabilities, many of which are coordinated with professional organizations and advocacy groups.
<i>Concerns</i>	<ul style="list-style-type: none"> • Comprehensive data to address the utilization aspect of this indicator do not exist. • It is not clear what barriers exist for parents, youth with disabilities, and staff relative to accessing training and technical assistance.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to coordinate training opportunities.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Develop a system to provide equitable access to training opportunities, technical assistance, and information for parents, youth with disabilities, and staff across demographics. • Develop a standardized, routinely administered assessment for use by parents, youth with disabilities, and staff that identifies barriers to access. • Improve data collection across the Michigan Department of Education funded training and technical assistance opportunities to allow for impact analysis.

State Indicators: (D) Parents and staff are appropriately informed about parental rights and responsibilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Comprehensive Parent Services System (2000) • Michigan Department of Education - Office of Special Education and Early Intervention Services memoranda • Preliminary Michigan Monitoring Model (2000) - Administrative Interview • Transition Services Project (2000) • Monitoring Standards for Special Education (2000) - standards 72, 133, 134, 153, 804, 169, 174-176, 701, 710, 183, 184, 601, 606, 103, 95, 114, 100, 105
<i>Strengths</i>	<ul style="list-style-type: none"> • Michigan has several monitoring standards in place related to this indicator. • The Michigan Department of Education provides a Procedural Safeguards document for parents of students with disabilities. • Parent handbooks are available from each intermediate school district. • Staff and parents were involved in Individuals with Disabilities Education Act 1997 training and 2000 Regulations training. • Parent Training and Information Centers provide state and local training regarding parent rights and responsibilities through the Comprehensive Parent Services System.

<i>Concerns</i>	<ul style="list-style-type: none"> • Rights and responsibilities are not uniformly discussed across the state. • There are no data on parent or staff understanding of parental rights and responsibilities.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue compliance monitoring. • The Michigan Department of Education should continue to provide guidance relative to this indicator.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Establish joint training in easily understood language to inform parents and staff about parental rights and responsibilities. • Consider multiple formats (survey, focus group, interview) to collect data regarding parent understanding of their rights and responsibilities.

State Indicators: (E) Training and dissemination of informational materials in a variety of languages, formats and locations increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Michigan Department of Education contract with TransACT Communications, Inc. • Transition Services Project (2000) • Comprehensive Parent Services System (2000) • State Improvement Plan/State Improvement Grant (1998)
<i>Strengths</i>	<ul style="list-style-type: none"> • Through TransACT, the Michigan Department of Education will have materials available for dissemination in the five most requested languages (Spanish, Arabic, Vietnamese, Albanian, Hmong) and the capacity to translate into other languages as requested. • Training location data exists for most Michigan Department of Education supported projects. • Many personnel development opportunities are organized strategically in locations across the state. • Many intermediate school districts provide materials in multiple languages to meet specific population needs.
<i>Concerns</i>	<ul style="list-style-type: none"> • Consistent data are not kept on the provision of materials in different languages and formats.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to provide translation services. • Continue to collect and track the location of training.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Collect data that document the provision of training materials in a variety of languages, formats, and locations.

State Indicators: (F) Parents' active involvement in decision-making for their children increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Preliminary Michigan Monitoring Model (2000) - Committee Membership• Monitoring Standards for Special Education (2000) - Committee Membership• Michigan Monitoring Model - Parent Survey (1998-1999; 1999-2000)• Monitoring Standards for Special Education (2000) - standards 114, 100, 105, 601, 606, 103, 72, 183, 184, 133, 152, 804• Parent Training and Information Centers• Statewide Parent Advisory Committee• Statewide Parent Survey (2000)
<i>Strengths</i>	<ul style="list-style-type: none">• Baseline participation data in place through statewide surveys.• Monitoring data will be aggregated for parent involvement standards.
<i>Concerns</i>	<ul style="list-style-type: none">• There is no uniform agreement regarding what constitutes "active involvement" relative to this indicator.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue parent surveys.• Continue collection and analysis of parent participation data through monitoring.• Continue compliance monitoring of standards related to parent involvement in the decision making processes for their children.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Define active involvement, and then revise the compliance monitoring and other parent surveys to determine parents' level of involvement in the decision-making process.

Parent Involvement

Cluster Objective

Provision of a free appropriate public education (FAPE) to children and youth with disabilities is facilitated through parent involvement in special education services.

Component BP.2 — Appropriate services, including transition services, are received by children with disabilities when parents and youth with disabilities are actively involved.

Component Analysis

The related indicators analyze:

- A. Survey results
- B. Results for children with disabilities

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Michigan Monitoring Model
- Statewide Parent Advisory Committee
- Statewide Parent Survey
- Focus groups of Michigan Part B students
- Quality Assurance Review model
- Part B Performance Report
- State Improvement Plan/State Improvement Grant
- Single Record Student Data Basics

Implementation in Michigan

There are special education compliance monitoring standards for parent involvement. The monitoring review provides data relating to parent participation:

- In the diagnostic phase including the referral and consent for evaluation, multidisciplinary evaluation team, and evaluation review;
- In the individualized education program and manifestation determination review processes; and
- In the informing phases of reporting student progress to parents, and informing parents regarding the age of majority rights for their child.

Additionally, there are monitoring requirements that review the procedural safeguards process and policies relating to parent participation.

There are also monitoring standards for student participation in the individualized education program process and age of majority rights. Standards for student involvement in the transition process include consideration of student preferences and interests.

Among the students with disabilities participating in focus groups (14 to 23 years of age), 92% had participated in their Individualized Education Program Team meetings. Of the students who participated in their meetings, most indicated that they were involved in selecting the classes they wanted and that those classes were written in their individualized education program (88%).

The majority of parents participating in the Statewide Parent Survey (60%) indicated their school district always involved them in making decisions about their child. Another 29% reported that this happened some of the time, and 7% reported being rarely or never involved. Seventy percent (70%) of the parents reported always/sometimes helping to plan their child's educational program. Seventy-one percent (71%) of parents with children 14 or older reported helping plan transition services always/sometimes.

The Michigan Department of Education funds an initiative related to this component:

- **Quality Assurance Review Process.** The Michigan Department of Education is piloting this model to support student access to the general education curriculum and student participation in district and state assessment or alternate assessment. It is anticipated that this process will contribute significantly to the existing school improvement process through the collection, analysis and use of results from multi-source data for improving the performance of students with disabilities.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths for this component:

- Mechanisms are in place for parent and youth involvement.
- Transition is a priority through the State Improvement Plan/State Improvement Grant.
- Transition Councils are established across the state.
- The Alternate Assessment Project will provide important additional student performance data.
- The Statewide Parent Survey and Monitoring Model Parent Survey provide important information to the system.
- The Michigan Department of Education has a number of interagency agreements and processes in place to support interagency collaboration at the local level.

The Steering Committee sees this area as warranting further attention. Important needs identified include the routine dissemination of information to stakeholders. The Michigan Department of Education collects information through surveys and reports that are not routinely disseminated to stakeholders. Important initiatives are underway, but not yet implemented statewide. Stakeholders are not well aware of the performance goals and indicators the Michigan Department of Education is using to measure the results for Michigan students.

Summary

The Michigan Department of Education is promoting transition planning, self-advocacy, and student/parent participation in individualized education program planning. Implementation of these practices is not yet occurring statewide. Public awareness of the Michigan Department of Education initiatives, goals, and performance indicators must be focused.

Indicator Analysis

State Indicators: (A) Positive results of surveys, when available, increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Michigan Monitoring Model - Parent Survey (1998-1999; 1999-2000) • Statewide Parent Advisory Committee - Parent Survey (2000) • Focus groups of Michigan Part B students (2000) • Statewide Parent Survey (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Baseline parent survey data exist through compliance monitoring. • Additional student and parent data were collected as part of the self-assessment process.
<i>Concerns</i>	<ul style="list-style-type: none"> • Surveys of parents, staff, and youth with disabilities need to be conducted regularly, using appropriate research techniques, to provide longitudinal data.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue parent survey through compliance monitoring. • Continue student focus groups and statewide parent survey.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Analyze results of all data sources, compile findings, and disseminate statewide. • Review and enhance pilot surveys for broader use.

State Indicators: (B) Performance goals and indicators show improved results for children with disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Single Record Student Data Basics (2000) • Part B Performance Report (1999) • State Improvement Plan/State Improvement Grant (1998) • Michigan Monitoring Standards for Special Education (2000) - standards 114, 100, 105, 601, 606, 103, 72, 183, 184, 133, 152, 804 • Quality Assurance Review model (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Michigan's Quality Assurance Review has the potential to collect information relative to this indicator on a school building level. • The Michigan Department of Education has linked the performance of students with disabilities with the Government Performance Results Act (GPRA) indicators for reporting purposes. • The Michigan Department of Education has used existing data sources for annual reporting on student performance. • Monitoring of standards related to parent involvement and student participation are in place, including attendance at Individualized Education Program Team meetings and consideration of student preferences and interests. • Single Record Student Data Basics has the potential to standardize this information.
<i>Concerns</i>	<ul style="list-style-type: none"> • Stakeholders do not have a clear understanding of performance goals and indicators for Michigan students. • December 1 count exit data are not adequate for the reporting of graduation and dropout rates of students with disabilities.

<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Maintain compliance monitoring related to this indicator. • Continue to collect information through the Quality Assurance Review.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Enhance information dissemination to all stakeholder groups regarding performance goals and indicators. • Utilize the Single Record Student Data Basics (fiscal year 2001-2002) for reporting graduation, dropout, and other performance data as appropriate.

Parent Involvement

Cluster Objective

Provision of a free appropriate public education (FAPE) to children and youth with disabilities is facilitated through parent involvement in special education services.

Component BP.3 — Programs and services for children with disabilities are improved because parents are actively involved in program improvement activities.

Component Analysis

The related indicators analyze:

- A. Numbers of parents involved in program improvement activities
- B. Survey results of parents involved in program improvement activities

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Michigan Monitoring Model
- Transition Services Project
- Statewide Parent Advisory Committee
- *Early On* State and Local Interagency Coordinating Councils
- Quality Assurance Review model
- Special Education Advisory Committee
- Comprehensive Parent Services System
- Autism/State Board of Education Grants Criteria
- Continuous Improvement Monitoring Self-Assessment

Implementation in Michigan

The special education compliance monitoring review conducts a parent survey at the state and intermediate school district levels annually. The results of the parent surveys are part of the required annual monitoring report. The results of the Statewide Parent Survey piloted as part of the continuous improvement monitoring process correlate positively with the monitoring survey findings.

The Michigan Department of Education has several initiatives that support the component:

- Office of Special Education Programs Continuous Improvement Monitoring Process. Parents have been part of both the Continuous Improvement Monitoring Steering Committee and Self-Assessment Teams.
- Special Education Advisory Committee. Parents comprise more than 51% of the Special Education Advisory Committee, the federally mandated advisory group to the Michigan State Board of Education on special education issues.
- State Improvement Plan/State Improvement Grant Partnership Team. Parents are a part of the Partnership Team for the implementation of the State Improvement Grant. Parents are also part of State Improvement Grant sponsored personnel development opportunities, both as designers/presenters and participants.
- Michigan Department of Education ad hoc committees. The Michigan Department of Education convenes a number of committees throughout the year to develop products (e.g., compliance monitoring standards) and provide strategic direction (e.g., autism strategies group). Parents are consistently a part of these groups.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Many committed and informed parents are involved.
- Parent involvement is promoted by the Michigan Department of Education.
- Intermediate School District Plan Criteria require the parent advisory committee chairperson to sign the intermediate school district plan, ensuring at least some level of involvement.
- Compliance monitoring parent survey and Statewide Parent Survey provide important information to the system.

Participants in public input meetings validated that significant parent involvement helps student outcomes.

The Steering Committee sees this area as warranting further attention. The needs identified center around the collection of data related to this component. Data are not consistent, resulting in difficulty creating an aggregate picture of how the state is doing. The Steering Committee raised questions regarding equitable representation of parents and possible over-utilization of the same parents; an improved data collection system will help the Michigan Department of Education respond to these concerns.

Summary

The Michigan Department of Education has demonstrated effort in increasing the active participation of parents in a broad range of program improvement activities. Standardizing data collection related to this component will assist the Michigan Department of Education in responding to this component, particularly relative to involvement of local program improvement activities.

Indicator Analysis

State Indicators: (A) The number of parents participating in the self-assessment process, State advisory panels, steering committees, development of performance goals and indicators, etc., increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education Advisory Committee membership (2000) • <i>Early On</i> State Interagency Coordinating Council membership (2000) • <i>Early On</i> Local Interagency Coordinating Councils membership • Statewide Parent Advisory Committee - parent representation on state committees • Transition Services Project (2000) • Continuous Improvement Monitoring Self-Assessment
<i>Strengths</i>	<ul style="list-style-type: none"> • Degree of parent participation is becoming a significant criterion in awarding contracts and in ensuring program outcomes. • Data exist on parent participation in most committees/councils sponsored by the Michigan Department of Education. • Parent groups are invited to participate and provide public comment on special education policy.
<i>Concerns</i>	<ul style="list-style-type: none"> • Data exist, but are not currently disaggregated and reported. • Analysis of parent participation is necessary to assure equitable representation (e.g., are the same parents involved or are new parents involved?)
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to encourage and support the participation of parents in all Michigan Department of Education sponsored activities.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Annually compile data and report on parent involvement in Michigan Department of Education-sponsored activities • Develop a process to ensure that membership on state advisory groups provides a true representative sample of parents and youth with disabilities. • Report annually.

State Indicators: (B) Positive results of surveys of parents who participate in program improvement activities, when available, increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • No statewide data available
<i>Strengths</i>	<ul style="list-style-type: none"> • None
<i>Concerns</i>	<ul style="list-style-type: none"> • There are no data available on the impact of parent involvement or perceptions regarding their participation in program improvement activities.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • None
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Disaggregate existing data regarding parent involvement in program improvement activities and/or develop survey questions that identify parents of youth with disabilities who participate in program improvement (e.g., customer satisfaction survey, focus groups).

State Indicators: (C) Results of program improvement activities reflect the identified needs of parents and children with disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Preliminary Michigan Monitoring Model (2000)• Quality Assurance Review model (2000)• Comprehensive Parent Services System (2000)• Autism/State Board of Education Grants Criteria (2000)
<i>Strengths</i>	<ul style="list-style-type: none">• Michigan's Quality Assurance Review has potential to provide school building level data related to this indicator.• Items were added to the monitoring model through parent involvement and public input.• New autism grants reflect specific needs of parents, children, and schools.
<i>Concerns</i>	<ul style="list-style-type: none">• There is not a consistent, systematic plan to identify the needs of parents and youth with disabilities.• There is little documentation that links program improvement activities to parent/child identified needs.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue to involve parents in program improvement activities.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Explore methods for documenting links between the needs of parents and youth with disabilities and program improvement results.

Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

Cluster Objective

All children with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school.

Component BF.1 — The needs of children with disabilities are determined based on information from an appropriate evaluation.

Component Analysis

The related indicators analyze:

- A. Percentage of children receiving special education
- B. Percentage of children by race/ethnicity in each disability category
- C. Numbers of personnel to conduct and interpret required evaluations
- D. Qualified personnel who conduct evaluations and interpret results
- E. Timely evaluations
- F. Timely reevaluations

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Michigan Monitoring Models
- Michigan Monitoring Standards
- 21st Annual Report to Congress
- Special Education December 1 count
- State Licenses and/or Certificates
- Special Education Approvals
- National Association of Social Workers standards
- Special Education Complaints
- Office of Civil Rights
- State Improvement Plan/State Improvement Grant
- Michigan School Report
- Special Education Waivers
- Disproportionality Study

Implementation in Michigan

The special education compliance monitoring review process monitors standards for evaluation personnel for each disability area and appropriate personnel in attendance at each Individualized Education Program Team meeting. None of these related standards have been identified as systemic issues by the intermediate school district or the Michigan Department of Education special education monitoring reviews.

Shortages of personnel exist, particularly for teachers of students with autism, and shortages vary geographically. The impact of these shortages on the quality of the evaluation students with disabilities receive has not been identified at this time.

During the public input process, participants were asked "Are students with disabilities receiving the special education and related services they need?" While a number of themes emerged from the summary of responses statewide in relation to this component, participant comment validated concerns regarding the timeliness of evaluations, because of shortages of evaluation personnel.

Through the State Improvement Plan and Part B Performance Report, concerns were raised regarding the categorization of students with disabilities when examined by race/ethnicity. Further study is underway and is funded through the State Improvement Plan/State Improvement Grant.

The Michigan Department of Education has initiatives underway related to this component

- Personnel Development Grants for Serving Students with Autism: The purpose of this project is to:
 - (1) increase the number of institutions of higher education that offer the autism endorsement;
 - (2) create an interdisciplinary certificate program in autism;
 - (3) expand access to learning through distance learning/consultation;
 - (4) develop collaborative programs among universities, intermediate school districts, local school districts and public school academies to enhance outcomes for students with autism; and
 - (5) create regional multidisciplinary teams to build the capacity of staff and parents working with students with autism.
- State Improvement Plan/State Improvement Grant. Personnel supply and demand is a priority for this federally funded initiative. The study of racial/ethnic differences in identification and placement is also supported through this initiative.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Increasing use across the state of pre-referral and early intervention models.
- University personnel preparation programs exist across Michigan.
- Alternate assessment project.

The Steering Committee views this component as warranting continued attention. Important needs the Steering Committee identified included:

- As part of the continued study of personnel supply and demand, examine the sufficiency of evaluation personnel by studying the use of contract evaluators.
- Further study of the timeliness and quality of evaluation provided to students with disabilities, especially in regard to geographic location and disability category.

Summary

Compliance data suggest that students with disabilities in Michigan generally receive timely and appropriate evaluations and reevaluations. This contrasts with some Public Meeting input and Steering Committee anecdotal data. The Steering Committee members would like to see this area explored more completely by studying the geographic differences in evaluations, the quality of evaluations (especially for students with disabilities for which there is a known teacher shortage) and how the use of contract evaluators impacts this component.

Indicator Analysis

State Indicators: (A) State eligibility criteria results in the percentage of children with disabilities receiving special education being comparable to national data.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education December 1 count (1998) • U.S. Department of Education - 21st Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • Michigan data appear to indicate that the percentage of children served in special education is comparable to national data.
<i>Concerns</i>	<ul style="list-style-type: none"> • Criteria for eligibility vary across the country; within Michigan, there appear to be regional differences impacted by evaluator training.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue comparisons of Michigan data to other states with similar demographics.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Analyze more closely comparability of Michigan and national data and Michigan regional variations.

State Indicators: (B) The percentage of children with disabilities by race/ethnicity in each disability category are identified at a rate comparable to national data.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education December 1 count (1999) • U.S. Department of Education - 21st Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (1999) • Office of Civil Rights, 1998 Elementary and Secondary School Civil Rights Compliance Report • Preliminary Michigan Monitoring Model (2000) • Michigan School Report (1999) • Disproportionality Study (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Michigan recognized the need to explore this issue further and has just completed a Disproportionality Study through the State Improvement Grant.
<i>Concerns</i>	<ul style="list-style-type: none"> • Michigan Monitoring Model (2000) does not record data by race/ethnicity and linguistic background. • Preliminary review of Disproportionality Study reflect differences between Michigan and national rates.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to review this issue through the State Improvement Grant study and make appropriate recommendations.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Consider adding demographic fields to compliance monitoring to provide data to substantiate other sources, and to provide additional data on any developing disparities. • In April 2001, Steering Committee will do a substantive review of newly completed Disproportionality Study.

State Indicators: (C) The State has sufficient numbers of personnel to conduct and interpret required evaluations.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education December 1 count (1999) • State Improvement Plan/State Improvement Grant (1998) • National Association of Social Workers standards (1992) • Special education emergency/temporary approvals (1999) • Special education waivers (1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • Personnel supply and demand is a priority through the State Improvement Grant. • 100% of budgeted school psychologist positions are filled. • Increased and improved use of pre-referral planning and interventions have helped to target those children who need special education evaluations. • Waivers to Michigan Revised Administrative Rules that permit districts to follow the Individuals with Disabilities Education Act requirements regarding redetermination of eligibility, allow evaluation personnel more time when doing reevaluations with some students.
<i>Concerns</i>	<ul style="list-style-type: none"> • Data are incomplete regarding the total numbers of evaluations completed by independent contractors. • Professional organizations for school psychologists, speech-language pathologists, and school social workers may have additional data that can contribute to our assessment of this indicator.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue personnel supply and demand initiative through the State Improvement Grant, including coordination with institutions of higher education. • Continue to explore ways to use evaluation personnel more strategically.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Survey districts to determine number of evaluations completed by contracted service providers. • Contact professional organizations to determine if relevant data are available (National Association of School Psychologists, American Speech and Hearing Association, etc.). • Survey stakeholders regarding the extent to which they believe all students with disabilities who need special education are being identified.

State Indicators: (D) Qualified personnel conduct evaluations and interpret results.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special education complaints (1998-1999; 1999-2000) • Preliminary Michigan Monitoring Model (2000) • Special Education December 1 count (1998)
<i>Strengths</i>	<ul style="list-style-type: none"> • Only 2 complaints filed relative to Multidisciplinary Evaluation Team participants in 1998-1999, none in 1999-2000. • Information is available at intermediate school districts and on State monitoring reports. • All eligibility areas have monitoring standards for appropriate personnel (1) conducting evaluations and (2) in attendance at the Individualized Education Program Team meeting. None have been cited as district systemic issues.

<i>Concerns</i>	<ul style="list-style-type: none"> • Anecdotal data about statewide readiness to evaluate effectively students from other cultures and those not fluent in English.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue data reviews of December 1 count and monitoring findings. • Maintain the specific evaluation personnel in the monitoring standards for each disability, and continue annual monitoring.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Analyze needs relative to students from other cultures and those not fluent in English.

State Indicators: (E) Children receive timely evaluations, including children transitioning from Part C.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special education complaints (1998-1999; 1999-2000) • Special education waivers (1999) • Interim Michigan Monitoring Model (1998) • Preliminary Michigan Monitoring Model (2000) • Revised Monitoring Standards for special education (1997) - standard 101
<i>Strengths</i>	<ul style="list-style-type: none"> • Time line exists within monitoring process from receipt of consent to Individualized Education Program Team meeting, includes children transitioning from Part C to Part B. • Complaints regarding referral time lines: 17 in 1998-1999 and 12 in 1999-2000. • Three approved waivers (out of 1000+) focus on extending 30 day time line to 45 days.
<i>Concerns</i>	<ul style="list-style-type: none"> • Information not analyzed and disseminated statewide. • Information not disaggregated regarding number of complaints and waivers related to Part C to Part B transition. • Data are not available regarding students who were evaluated for special education services and found not eligible. • Cannot track time between date of concern and referral data.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Maintain monitoring standards with evaluation criteria. • Maintain special education monitoring model to include standards for evaluation time lines.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Analyze and disseminate findings statewide. • Use monitoring review to improve documentation of timelines. • Consider mechanisms for tracking timeliness on evaluations in which children were found not to be eligible. • Conduct consumer survey to verify timelines. • Survey stakeholders regarding the degree to which students with suspected disabilities are being evaluated in a timely manner. • Explore situations where families report denial of evaluation requests.

State Indicators: (F) Children receive timely reevaluations.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Interim Michigan Monitoring Model (1998) • Revised Michigan Monitoring Standards 149 (1997) and 181 (2000) • Adjusted Michigan Monitoring Model (1999) • Preliminary Michigan Monitoring Model (2000)
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<i>Strengths</i>	<ul style="list-style-type: none"> • According to monitoring summary reports in 1998-1999 and 1999-2000, 97% of children received timely reevaluations. • Waivers that permit districts to follow the Individuals with Disabilities Education Act requirements regarding redetermination of eligibility, allow evaluation personnel more time when doing reevaluations with some students.
<i>Concerns</i>	<ul style="list-style-type: none"> • Does the 97% include additional evaluations requested by parents/staff to address students' changing needs?
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to track and report through compliance monitoring. • Continue as a monitoring standard with measurement criteria.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Clarify whether parents/staff address students' changing needs.

Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

Cluster Objective

All children with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school.

Component BF.2 — Special education and related services are available to meet the unique individual needs of children with disabilities.

Component Analysis

The related indicators analyze:

- A. Number of qualified teachers and related service providers
- B. Preservice and inservice training
- C. Access to materials and assistive technology

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Michigan Monitoring Model
- December 1 count data
- Intermediate School District Plan Criteria
- State Improvement Plan/State Improvement Grant
- Michigan Assistive Technology Resource
- Transition Services Project
- Project ACCESS

Implementation in Michigan

In Michigan, intermediate school districts are required to submit agreements between local districts, and with private contractors, which assure that there is a full continuum of services available to students with disabilities, and the special education compliance monitoring review process requires proof that the contracts are in place. The monitoring system further requires that the continuum be described to each parent at the time of the Individualized Education Program.

During the public input process, participants were asked "Are students with disabilities receiving the special education and related services they need?" While a number of themes emerged from the summary of responses statewide, in relation to this component, participant comment validated concerns regarding the qualifications/competencies of teachers. Participants noted a general lack of qualified teachers and aides and expressed concerns about their training. In particular, participants expressed concerns about teacher capacity to perform additional tasks such as dealing with health concerns and coordinating with outside professionals.

The Michigan Department of Education has several initiatives underway related to this component:

- Personnel Development Grants for Serving Students with Autism: The purpose of this project is to:
 - (1) increase the number of institutions of higher education that offer the autism endorsement;
 - (2) create an interdisciplinary certificate program in autism;
 - (3) expand access to learning through distance learning/consultation;

- (4) develop collaborative programs among universities, intermediate school districts, local school districts and public school academies to enhance outcomes for students with autism; and
- (5) create regional multidisciplinary teams to build the capacity of staff and parents working with students with autism.
- State Improvement Plan/State Improvement Grant. This federal grant provides inservice training on priority topics (including transition and positive behavior supports) and assists university faculty in incorporating new information into existing curricula.
- Two state discretionary projects, Michigan Assistive Technology Resource and Project ACCESS, have responsibility for providing technical assistance and training to parents and providers in the effective use of assistive technology for students with disabilities.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- The Positive Behavior Supports initiative through the State Improvement Grant.
- Assistive technology training through Michigan Assistive Technology Resource.

The Steering Committee sees this area as warranting further attention. Important needs identified include:

- Identifying the necessary quality/competencies of general and special educators and service providers rather than focusing exclusively on qualifications/credentials.
- Begin identifying the competencies and quality for general educators, given the numbers of students with disabilities in general education classrooms.
- Formally evaluate the impact of Michigan's Assistive Technology Resource and Project ACCESS.

Summary

Michigan has a highly qualified special education workforce. There are a number of preservice preparation programs across the state, although information regarding curriculum and course content are not compiled. Inservice training is offered across the state and has been enhanced by the State Improvement Grant. Accessibility to specialized services and supports, especially assistive technology, are perceived to vary geographically. This needs further study.

Indicator Analysis

State Indicators: (A) There are sufficient numbers of qualified teachers and related service providers to meet the identified needs of all children with disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Special Education December 1 count (1999)• Preliminary Michigan Monitoring Model (2000)• Monitoring Standards for Special Education (2000)• Special education waivers (1999)• State Improvement Plan/State Improvement Grant (1998)• Special Education emergency/temporary approvals (1999)
<i>Strengths</i>	<ul style="list-style-type: none">• Michigan has an extensive special education teacher preparation system.• Personnel supply and demand is a priority to be addressed through the State Improvement Grant.• The Michigan Department of Education is managing an initiative to address the personnel needs for students with autism with new state funds.• The standards monitored for the class sizes/caseloads have not been identified as systemic issues in monitoring reviews.• Michigan's university system trains a large number of educators and related service personnel.
<i>Concerns</i>	<ul style="list-style-type: none">• Need to collect data from institutions of higher education on number of teachers and related personnel in training ("pipeline data").• Michigan does not use student data to project personnel needs.• 17.3% of special education administrators with temporary/emergency approvals.• Current certification requirements and practices may not support the unique needs of preschool-aged children.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue to collect and report data through compliance monitoring.• Continue to prioritize personnel supply and demand through the State Improvement Grant.• Continue to track temporary approvals through the Office of Special Education and Early Intervention Services' Quality Assurance unit.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Conduct an age cohort analysis projected 5-10 years into the future to determine future personnel needs.• Collect "pipeline" data consistently from institutions of higher education. Analyze for trends. Match with personnel needs of districts throughout Michigan. Study reasons graduates leave Michigan.• Certification/endorsement/approval process for preprimary impaired needs to be integrated with early childhood endorsement and more generic to address a variety of student needs.• Study the efficacy of categorical personnel preparation system.

State Indicators: (B) Pre-service and inservice training address the special knowledge, skills, and abilities needed to serve the unique needs of children with disabilities, including those with low incidence disabilities.

Current Data Sources

- Transition Services Project (2000)
- Preliminary Michigan Monitoring Model (2000)
- National College Accreditation of Teacher Education accredited universities (2000)
- Entry Level Standards for Teachers, Michigan Department of Education (1998)
- Intermediate School District Plan Criteria (2000)
- Individuals with Disabilities Education Act 1997 training (1998; 2000)
- State Improvement Plan/State Improvement Grant (2000)
- Michigan Assistive Technology Resource (2000)
- Quality Assurance Review model (2000)

Strengths

- There are a considerable number of inservices offered with excellent frequency.
- Local school districts conduct staff needs assessments and are monitored on their personnel development offerings.
- Continuing Education Units are incentives for participation.
- School improvement plans have potential to provide additional inservice information.
- Institutions of higher education curriculum content reviewed every five years.
- The Quality Assurance Review Process has potential to provide additional data in this area.
- Intermediate school district staff plan cooperatively with Michigan Department of Education staff for appropriate systemic corrective action. This includes staff inservice related to the systemic issue.
- Intermediate school districts are required to conduct a needs assessment of staff training needs and to document staff training.
- Michigan Department of Education and State Improvement Grant partnerships with colleges and universities are impacting pre-service training.

Concerns

- Inservice training is generally provided at the awareness level. It is unclear how application of that training is supported.
- Continuing Education Units typically only available to educators in school sponsored training.
- School improvement plan information not integrated with Intermediate School District Plan Criteria to support comprehensive professional development needs.
- Training does not always include preschool instructional content for age appropriate activities.
- Inservice training for some low-incidence disabilities not always readily available.

Maintenance Strategies

- Retain continuing education unit monitoring in the school improvement process.
- Maintain cooperative planning between intermediate school district and Michigan Department of Education staff for monitoring corrective actions compliance which includes inservice training.
- Maintain entry level standards for teachers.
- Maintain monitoring requirement for intermediate school districts to conduct a needs assessment for staff training.

<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Focus the review of existing institutions of higher education preservice coursework to ensure that promising practices (including successful site-based examples) are included in the content. • Expand type and number of practicum experiences. • Promote continuing education unit process to include more professional groups for which continuing education units are required; and promote better data collection/dissemination systems. • Integrate or coordinate school improvement plan information and compliance monitoring.
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State Indicators: (C) The State takes appropriate action to ensure that the full range of specialized materials and assistive technology devices and services are available to meet the identified needs of children with disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Revised Monitoring Standards for Special Education (1997) - standard 211, 1998-1999 monitoring results - standard 118; 1999-2000 monitoring results • Michigan Assistive Technology Resource (2000) • Project ACCESS (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • The State funds the Michigan Assistive Technology Resource to provide: a centrally located assessment center, training for assistive technology assessments, and regional technical assistance support. • Project ACCESS (state funded) provides grants to improve local use of assistive technology throughout the state. • Michigan Monitoring Model considers assistive technology and services, and appropriate materials for the implementation of goals.
<i>Concerns</i>	<ul style="list-style-type: none"> • Need to study the utilization of Michigan Assistive Technology Resources statewide. • Need to increase consumer knowledge of Medicaid and other insurance as resources for assistive technology. • Need to follow-up on Project ACCESS grants. • Need to link the use of assistive technology to improved student performance.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue compliance monitoring. • Continue state funded assistive technology program (Project ACCESS), and training.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Increase public awareness of assistive technology and other supplementary services. • Study use of Michigan Assistive Technology Resources by intermediate school districts to understand statewide impact of this resource. • Study use of Project ACCESS by intermediate school districts to understand statewide impact of this resource. • Study the impact of access to assistive technology on improved learning for students with disabilities.

Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

Cluster Objective

All children with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school.

Component BF. 3 — Appropriately trained administrators, teachers, paraprofessionals and related service personnel provide services to children with disabilities.

Component Analysis

The related indicators analyze:

- A. Personnel numbers
- B. Temporary/provisional/emergency certificates
- C. Training per identified Comprehensive System of Personnel Development needs
- D. Training per unique needs of children
- E. Reciprocal personnel certification agreements across states

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Michigan Monitoring Model and corrective action reports
- December 1 count
- Michigan Revised Administrative Rules
- Parent Survey Data
- State Personnel Licenses/Certificates
- Special Education Approvals
- State Improvement Grant
- Newslite training calendar
- National Association of State Directors of Special Education Satellite Conference list
- Personnel Development Agencies/Organizations funding list
- Special education waivers
- Comprehensive System of Personnel Development

Implementation in Michigan

Through the special education compliance monitoring review process, student Individualized Education Program Team reports are reviewed to ensure that students receive the programs and services specified. To verify that personnel are qualified to provide these programs and services, there is a personnel certification review.

The Michigan Department of Education has several initiatives underway related to this component:

- As an outcome of an Autism Strategies Group, an Autism request for proposal has been developed and disseminated to institutions of higher education to expand access to training regarding meeting the needs of students with autism.
- The Institutions of Higher Education Committee, with representatives from all Michigan teacher training institutions is advisory to the Director of Special Education and is focusing on this area of concern.
- The Michigan Department of Education has conducted training on the implementation of the Individuals with Disabilities Education Act '97 with teams of administrators, educators and parents throughout the state.

- Personnel development is offered through the State Improvement Grant on priority areas to administrators, service providers and parents through joint training opportunities.
- The Michigan Assistive Technology Resource provides training and technical assistance throughout the state.
- The Transition Services Project provides training and technical assistance regarding collaborative, interagency transition service planning and delivery throughout the state to parents and professionals.
- Personnel Development System Mini-Grants are available to classroom teachers and schools through the Office of Special Education and Early Intervention Services

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths relative to this component:

- Michigan's universities train many educators and related service personnel.
- Personnel development needs assessment are conducted and responded to.
- Personnel Supply and Demand is a State Improvement Grant priority.
- Higher education has representation in the State Improvement Grant.
- Michigan has 40 interstate reciprocity agreements in place.

The Steering Committee views this component as warranting continued attention. Important areas the committee identified for further study included:

- Enhanced collaboration with institutions of higher education re: preservice training priorities.
- Increased collaboration between special education and general education teachers.
- Flexibility with teacher endorsement/approvals/waivers.
- Enhanced data collection, analysis, and reporting regarding targeted needs.
- More need-driven personnel development opportunities for all stakeholders, offered in multiple formats over time.
- Increased use of advocacy groups to provide training.
- Enhanced preservice student recruitment.

Public meeting participants validated Steering Committee concerns related to personnel shortages. Participants were concerned both about inadequate numbers of personnel as well as inadequate personnel development opportunities that would prepare individuals to meet student needs more effectively.

Summary

There is both an absolute shortage of personnel in some areas, and a broader concern about the readiness of existing general and special education personnel to respond to student learning needs. A variety of collaborative preservice and inservice mechanisms need to be explored systematically in order to respond to these issues effectively.

Indicator Analysis

State Indicators: (A) There are sufficient numbers of teachers and related service providers to meet the identified needs of all children with disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education December 1 count (1999) • Michigan Revised Administrative Rules for Special Education (1997) • Special education waivers (1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • Michigan provides specific training to teachers and service providers in many categories of disability. • Michigan has an extensive special education teacher preparation system. • Institutions of Higher Education Committee meets regularly with the Michigan Department of Education.
<i>Concerns</i>	<ul style="list-style-type: none"> • Shortage of teachers and related service providers for students with autism, while this group of students is increasing. • Percentage (17.3%) of administrators with temporary/emergency approvals. • Disability specific endorsements (strength) also can create a systemic problem. If preservice students do not choose to study a given endorsement area, institutions of higher education may drop programs and shortage areas can be magnified (e.g., autism programs). • December 1 count data insufficient source for this indicator. • General education teachers need to receive training which supports their success in meeting the needs of children with disabilities. • Need to collect information on the qualifications/skills of all teachers to meet the needs of students with disabilities. • Need to consider incentives which will attract/retain qualified personnel.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to prioritize personnel supply and demand through the State Improvement Grant.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Communicate with universities/colleges regarding teacher shortages. • Increase collaboration among special education and general education teachers, as most general education teachers work with special education students. • Revise Administrative Rules to allow personnel with various disability-specific endorsements to teach a broader range of students. • Study supply and demand issue including an analysis of regional differences. • Recommend data collection improvements. • Determine the capability of both general and special education teachers to work with a broad spectrum of students with special needs. • Explore incentives to attract/retain qualified personnel.

State Indicators: (B) The use of temporary, provisional, or emergency certifications for personnel who provide services to children with disabilities decreases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education December 1 count (1999) • Special Education emergency/temporary approvals (1999)
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<i>Strengths</i>	<ul style="list-style-type: none"> • Michigan's approval system provides the opportunity to fill a vacancy with a certified teacher enrolled in coursework in his/her area of assignment.
<i>Concerns</i>	<ul style="list-style-type: none"> • Need to examine in more detail approved personnel waivers as part of this indicator. • Need longitudinal data. • Need to examine the use of "long term substitute teachers" as part of this indicator. • There is an increase in the numbers of temporary, provisional, or emergency certification among learning disability, resource room, school social work, supervisors.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to collect and report data. • Continue system of temporary approval to expand base of certified personnel.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Implement longitudinal reporting formats to follow trends over time. Include waiver and "long term substitute" data. • Report data to stakeholders (e.g., Special Education Advisory Committee, State Improvement Grant Partnership) annually. • Collect state personnel data to identify professionals entering the field (fully qualified, temporary approval, etc.) and how many stay in or leave the field.

State Indicators: (C) Preservice and inservice training address identified Comprehensive System of Personnel Development needs.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Preliminary Michigan Monitoring Model (2000) • State Improvement Plan/State Improvement Grant (1998) • Center for Educational Networking, Newline training calendars (1999-2000) • National Association of State Directors of Special Education satellite conference list (1999-2000) • Personnel development - agencies and organizations funding list; Office of Special Education and Early Intervention Services (2000) • Comprehensive System of Personnel Development (1998)
<i>Strengths</i>	<ul style="list-style-type: none"> • Intermediate school districts develop needs assessments, collect data on needs for personnel development and provide training. • Monitoring system determines if needs assessment is in place, if staff have input, and requires a list of Comprehensive System of Personnel Development trainings.
<i>Concerns</i>	<ul style="list-style-type: none"> • Identification of personnel development needs vary among intermediate school districts. • Michigan's use of distance learning opportunities seems limited. • Michigan does not track the use of distance learning options offered (e.g., National Association of State Directors of Special Education teleconferences). • Training and improved student performance linkages not readily documented. • Training often does not include preschool instructional content for age appropriate activities.

<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Monitoring system continues the review of Comprehensive System of Personnel Development needs assessments and of the associated inservice trainings. • Continue diverse stakeholder input into needs assessment.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • As special education is included in school improvement planning, Comprehensive System of Personnel Development needs should link to school improvement plans. • Offer more distance learning opportunities and track use. • Consider the development of a standardized Comprehensive System of Personnel Development needs assessment linked to student performance data. • Survey training needs of all preschool providers (public and private). • Video tape local trainings for providers to watch at their convenience. • Provide Saturday conferences for preschool providers. • Include advocacy groups in needs assessments and training. • Use continuing education unit data compared to needs identified. • Measure impact of training on student performance.

State Indicators: (D) Preservice and inservice training address the special knowledge, skills, and abilities needed to serve the unique needs of children with disabilities, including those with low incidence disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • State Improvement Plan/State Improvement Grant (1998) • The Preliminary Michigan Monitoring Model (2000) • Special education "systemic issues" corrective action reports (2000) • Center for Educational Networking - Newline training calendars (1999-2000) • Office of Special Education and Early Intervention Services personnel development system mini-grants and support for conferences (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Preservice/inservice offerings are adequate and address priorities. • Intermediate school district and Michigan Department of Education staff mutually establish training priorities for the district based on systemic issues identified in monitoring. • Monitoring requires the identification of training needs of special education staff.
<i>Concerns</i>	<ul style="list-style-type: none"> • Need to offer more preservice/inservice opportunities via distance learning. • Access to joint training (general education, special education, and parents) needs to be provided. • Training must link to improving outcomes for students with disabilities. • General educators need more training and support.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to follow-up systemic issue corrective actions identified through monitoring. • Continue to monitor that staff development needs assessment occurs and that all staff participate in the needs assessment.

<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Support access to distance learning in remote areas. • Track number of joint training opportunities. • Link purpose of offerings to improved student performance. • Improve access to trainings for general educators. • Consider State Improvement Plan/evaluation data.
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<u>State Indicators:</u> (E) Reciprocity agreements for personnel certification among States increase.	
<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Michigan Department of Education, Professional Preparation (1999) • National Association of State Directors of Teacher Education and Certification Interstate Contract Status Report (1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • Michigan has 40 agreements in place.
<i>Concerns</i>	<ul style="list-style-type: none"> • Out-of-state special education teachers do not have complete reciprocity into Michigan and are evaluated on an individual basis. This can cause delays in the process.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue agreements for National Association of State Directors of Teacher Education and Certification Interstate Contracts.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Study this issue as part of personnel supply and demand priority. • Consider recruitment of teachers from outside Michigan. • Review types of reciprocity agreements needed/in place.

Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

Cluster Objective

All children with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school.

Component BF.4 — Appropriate special education and related services are provided to children with disabilities served by the public agency.

Component Analysis

The related indicators analyze:

- A. High school completion
- B. Extended school year services
- C. Dropout rates
- D. Suspension and expulsion
- E. Preschool programs
- F. Teacher and customer satisfaction

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Monitoring Model and Standards
- December 1 count
- *Early On* Data, Information and Reporting/EETRK
- Statewide Parent Survey
- Focus Groups of Michigan Part B Students
- Michigan Gun-Free Schools Act
- Michigan School Report
- Single Record Student Data Basics
- Monitoring data
- Office of Special Education Program review

Implementation in Michigan

The special education compliance monitoring review process includes standards for implementation of the Individualized Education Program. The standards address monitoring the schedule as specified on the Individualized Education Program Team report, instructional documentation that annual goals are being addressed, and that the instruction is delivered to meet the individual needs of students, including individual consideration of extended school year. Michigan, as a birth mandate state, includes in the monitoring sample *Early On* and preschool students with disabilities identified as receiving special education services. The issue of extended school year was identified by the Office of Special Education Programs in its previous monitoring of the Michigan Department of Education Office of Special Education and Early Intervention Services. A standard was developed to address extended school year in the 1997 monitoring standards and clarified in the 2000 standards. Monitoring standards are also in place relative to the appropriateness of the manifestation determination review or an interim alternative educational setting.

Parent satisfaction data are collected through the monitoring process. The statewide parent survey piloted as part of the continuous improvement monitoring process, validates the satisfaction data collected through monitoring.

The Michigan Department of Education has two initiatives underway related to this component

- **Compliance Information Management System.** The Michigan Department of Education has issued a request for proposals for the development of a new information management system for special education and early intervention services. This system will maintain current information for mandatory state and federal reporting for school district reports; import data from the Single Record Student Data Basics; and create district and building level data profiles. As a management tool, this new system will support compliance-based activities.
- **Single Record Student Data Basics.** The Michigan Department of Education is in the process of developing a new single-source data warehouse for all state education information. Initially, the warehouse will contain five data sets – student record, student performance, school infrastructure, school personnel and district financial data. Future data sets will include information about higher education and employment to serve as indicators of student performance in adult life roles.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Monitoring system starting to gather parent input.
- The majority of consumers participating in either the monitoring parent survey or the statewide parent survey are satisfied with their child's services.

The Steering Committee views this component as warranting continued attention. Important needs the Steering Committee identified included:

- Access to extended school year.
- Need for clearer data regarding dropout/graduation/suspension/expulsion.
- Once data clear, need comprehensive analysis of link to student outcomes and needed interventions.
- Need to access or conduct and analyze Michigan teacher satisfaction surveys.

Parents on the Self-Assessment Team and Steering Committee reported that access to extended school year services is problematic, primarily due to a lack of information and understanding. Public Meeting participants also identified challenges relative to extended school year. In addition, Public Meeting participants expressed concerns about the importance of good communication. Then, in particular, they cited social and administrative barriers to success in the least restrictive environment. See Appendix D, pages 29-30 for detailed discussion.

Summary

Satisfaction data gathered through the compliance monitoring process and verified by the statewide parent survey indicate levels of satisfaction with special education programs and services among parents of children with disabilities. Stakeholders report geographic and philosophic differences among local education agencies and intermediate school districts that warrant further study.

Indicator Analysis

State Indicators: (A) High school completion rates for children with disabilities increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education December 1 count (1992-1998) • Single Record Student Data Basics (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • The Single Record Student Data Basics has the potential to improve data reporting for this indicator by standardizing definitions.
<i>Concerns</i>	<ul style="list-style-type: none"> • December 1 count data not descriptive enough for this indicator - the data provided are exit data (per federal requirements) - a student may be counted as a dropout in one district and a graduate in another. • December 1 count exit data for high school completion does not demonstrate a significant increase.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to collect December 1 count data.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Use the Single Record Student Data Basics to report on this indicator when it becomes available. • Develop descriptors/data presentations that explain exit data.

State Indicators: (B) Extended school year services are available across all categories and severities of disability.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Revised Monitoring Standards for Special Education (1997) - standard 134 • Monitoring Standards for Special Education (2000) - standard 158 • Monitoring data (1999-2000) • Office of Special Education Program review (1993)
<i>Strengths</i>	<ul style="list-style-type: none"> • Information on extended school year criteria and eligibility is uniformly available through parent handbooks. • Monitoring data indicate that extended school year was considered for each student at a 91% compliance rate. • Extended school year was identified as an Office of Special Education Programs monitoring issue during the 1993 review. As a result, a standard was developed for extended school year in 1997. The standard has been retained and clarified in 2000, and will continue to be monitored.
<i>Concerns</i>	<ul style="list-style-type: none"> • Parents and personnel report great difficulty in documenting and the need for extended school year. • Parents report they are not well informed about extended school year services, eligibility, etc. Parent Handbook may be an inadequate vehicle to inform parents. • Data on students participating in extended school year services are not aggregated or reported statewide. • Access to extended school year for children transitioning from Part C to Part B.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to monitor the standard for extended school year.

<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Provide trend data on the numbers and disabilities of students participating in extended school year services. • Personnel and parents must consistently be informed about extended school year and discuss extended school year services at each Individualized Education Program Team meeting. • Longitudinal tracking for preschool children.
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State Indicators: (C) Dropout rates for children with disabilities decrease and are no higher than those for children without disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education December 1 count (1992-1998) • Michigan School Report (1992-1998) • Single Record Student Data Basics (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • December 1 count data exists, including dropout rates for students with disabilities. • The Single Record Student Data Basics has the potential to address some of the existing data problems on dropout rates by standardizing dropout criteria between general and special education students.
<i>Concerns</i>	<ul style="list-style-type: none"> • Accuracy of December 1 count data not sufficient to respond to this indicator definitively. When students exit from one school district it's not always known if they enroll in another. • General education data are not collected with same definitions as special education data - direct comparisons not possible.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Special education data management system should continue to track dropout rates of students with disabilities. • Continue development of the Single Record Student Data Basics.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Utilize data with standardization of definitions from the Single Record Student Data Basics when it becomes available.

State Indicators: (D) Suspension and expulsion rates for children with disabilities are no higher than those for children without disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education December 1 count (1999) • Preliminary Michigan Monitoring Model (2000) - Forms Review • Monitoring Standards for Special Education (2000) - standards 800-804 and 701-710 • Michigan Gun-Free Schools Act Data (1998-1999) • Single Record Student Data Basics (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Baseline data collected. • The Single Record Student Data Basics has the potential to provide data in this area for both general and special education students. • Monitoring reviews forms used for manifestation determination review and to determine interim alternate educational setting.
<i>Concerns</i>	<ul style="list-style-type: none"> • Current baseline data are insufficient to make a determination of this indicator. • Comprehensive general education data are not available. • Data available from manifestation determination should be kept separate and not contaminate this indicator.

<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue collecting data for students with disabilities, and continue to develop the Single Record Student Data Basics. • Continue to monitor manifestation determination reviews and individualized education programs for which an interim alternative educational setting is a part.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Use Single Record Student Data Basics as data source for this indicator when it becomes available.

State Indicators: (E) The percentage of children with disabilities, eligible under Part B, receiving special education and related services in appropriate preschool programs by their third birthday increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • <i>Early On</i> Data, Information and Reporting/EETRK (1994-1999)
<i>Strengths</i>	<ul style="list-style-type: none"> • Michigan serves 1.8% of the birth through two (2) cohort and percentages show increase over time (goal is 2.2% of birth through two (2) cohort). • Michigan, as a birth mandate state for Part B, includes this population in Part B monitoring.
<i>Concerns</i>	<ul style="list-style-type: none"> • Data for this population have not been disaggregated for analysis.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue collecting and analyzing data. • Continue to include this population in Part B monitoring.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Disaggregate and analyze monitoring data for this population. • Improve child find/educate primary referral sources.

State Indicators: (F) Positive results of teacher and customer satisfaction surveys, when available, increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Statewide Parent Survey (2000) • Michigan Monitoring Model - Parent Survey (1998-1999; 1999-2000) • Focus Groups of Michigan Part B students (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Part B monitoring survey measures parent satisfaction on a five point scale. • Baseline monitoring survey data indicate parent satisfaction. • Pilot parent survey and focus group data indicate that most parents are somewhat to very satisfied with their child's services.
<i>Concerns</i>	<ul style="list-style-type: none"> • Statewide teacher surveys not available, but may exist through professional organizations and school districts. • Students have not been surveyed.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue collecting satisfaction data through surveys and focus groups.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Consider adding teacher and student surveys to the monitoring review process. • Conduct a larger scale statewide annual survey of parents, teachers, and students. • Expand use of focus groups to collect additional data from students, parents, and teachers.

Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

Cluster Objective

All children with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school.

Component BF. 5 — Appropriate services are provided to address behavioral needs of children with disabilities.

Component Analysis

The related indicators analyze:

- A. Suspension and expulsion rates
- B. Dropout rates
- C. Training in positive behavioral interventions
- D. Functional behavioral assessments and plans provided

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- December 1 count data
- State Improvement Plan/State Improvement Grant
- Michigan Gun-Free Schools Act
- Positive Behavior Support for ALL Michigan Students: Creating Environments that Assure Learning

Implementation in Michigan

Students identified as emotionally impaired who have behavioral needs, as well as those with Individualized Education Programs including manifestation determination reviews, and with interim alternative education setting are included in the special education monitoring review.

The Michigan Department of Education has several important initiatives underway related to this component

- State Improvement Plan/State Improvement Grant. The State Improvement Grant has established Positive Behavior Supports as a priority throughout the state and has provided statewide awareness level training to over 2800 providers and parents. Nine school buildings have been identified as sustained learning sites and will be supported to initiate positive behavior support school-wide for ALL students.
- Compliance Information Management System. The Michigan Department of Education has issued a request for proposals for the development of a new information management system for special education and early intervention services. This system will manage information for mandatory state and federal reporting profiles; import data from the Single Record Student Data Basics for performance reporting and trend/tracking; and create district and building level data profiles. As a management tool, this new system will support compliance-based activities.
- Single Record Student Data Basics. The Michigan Department of Education is in the process of developing a new single source data information warehouse for all state education information. Initially, the warehouse will contain five data sets — student record, student performance, school infrastructure, school personnel and district financial data. Future data sets will include information about higher education and employment to serve as indicators of student performance in adult life roles.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Positive behavior support training through the State Improvement Plan/State Improvement Grant.
- Functional behavioral analysis as a resource for helping students succeed in the school setting.

The Steering Committee views this component as warranting continued attention. The Self-Assessment Team struggled with the use of December 1 count data to address the indicators included in this component, primarily because the components ask for comparisons to general education data. Since the general education data are collected via other mechanisms and using other definitions, the committee felt the comparisons were of the "apples and oranges" variety. Important needs identified centered on:

- The improvement of the Michigan Department of Education's data collection system to allow for comparisons between general and special education and to standardize definitions across the state regarding suspension/expulsion/dropouts.
- Once data clear, need comprehensive analysis of link to student progress and needed interventions.

Summary

The State Improvement Plan/State Improvement Grant seems to have had a positive impact across the state related to Positive Behavior Supports. The Michigan Department of Education has two additional initiatives underway, the Compliance Information Management System and the Single Record Student Data Basics, which will provide critical information to the Steering Committee for this component. The linkage between student performance, as measured by graduation, drop out and suspension/expulsion rates, and positive behavior support will need further analysis once the data collection and management systems are in place.

Indicator Analysis

State Indicators: (A) Suspension and expulsion rates for children with disabilities are no higher than those for children without disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Special Education December 1 count (1999)• State Improvement Plan/State Improvement Grant (1998)• Single Record Student Data Basics (2000)• Michigan Gun-Free Schools Act (1998-1999)
<i>Strengths</i>	<ul style="list-style-type: none">• These data will become part of the Single Record Student Data Basics.• Baseline data exist for students with disabilities.• Positive behavior support initiative supported through the State Improvement Grant will provide data on nine pilot sites.
<i>Concerns</i>	<ul style="list-style-type: none">• Comprehensive general education data are not currently available to make the comparison asked for in this indicator.• Baseline data not sufficient to make a determination of this indicator.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue the development of the Single Record Student Data Basics to collect and analyze data.• Continue to support data collection from the positive behavior support pilot sites.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Use Single Record Student Data Basics as a data source when it becomes available.• Use positive behavior support pilot data to demonstrate potential for reducing suspension and expulsion.

State Indicators: (B) Dropout rates for children with disabilities are no higher than those for children without disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Special Education December 1 count (1992-1998)• Michigan School Report (1992-1998)• Single Record Student Data Basics (2000)
<i>Strengths</i>	<ul style="list-style-type: none">• Current December 1 count data exists to describe dropout rates over many years.• Single Record Student Data Basics has the potential to improve existing data clarity on dropout rates by standardizing definitions for general and special education students.
<i>Concerns</i>	<ul style="list-style-type: none">• Accuracy of December 1 count data not sufficient to respond to this indicator definitively. When students exit from one school district it's not always known if they enroll in another.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue to collect and analyze data from multiple sources.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Add a new data field to Compliance Information Management system: Education Interruption (leave school for pregnancy, extended illness, etc.).• Use the Single Record Student Data Basics to collect data for this indicator when it becomes available.

State Indicators: (C) Training in positive behavioral interventions is provided to address identified needs.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • State Improvement Plan/State Improvement Grant (2000) • Positive Behavior Support for ALL Michigan Students: Creating Environments that Assure Learning (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Statewide implementation of positive behavior support initiative is funded through the State Improvement Grant. • Between August 1999 and April 2000, 55 awareness training sessions held attended by 2,807 parents and providers. • Nine pilot sites for sustained learning identified. Potential to link positive behavior support training to improved student performance. • Positive Behavior Support publication available statewide.
<i>Concerns</i>	<ul style="list-style-type: none"> • Building principals need training.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue funding the positive behavior support initiative.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Evaluate impact of positive behavior support initiative. • Provide training for principals.

State Indicators: (D) Appropriate functional behavioral assessments and behavior plans provided to children with disabilities (as needed) increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • State Improvement Plan/State Improvement Grant (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Positive behavior support initiative provides helpful information on functional behavioral assessments and behavioral plans across the state (web and print media). • Nine pilot sites have been identified to institute positive behavior support for all students. • Awareness training being conducted statewide.
<i>Concerns</i>	<ul style="list-style-type: none"> • There is no guideline in place for when it is optimal to consider functional behavioral assessments and/or behavioral plans or when to address the 'pattern of concerns.' • Manifestation determination reviews are typically conducted after a serious pattern of behavioral concerns has been identified. • Tracking the number of functional behavior assessments and behavior plans does not occur - it will be difficult to measure this indicator.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue funding positive behavior support initiative.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Consider implementing a study to determine the number of students who receive functional behavioral assessments and behavioral plans and the resulting outcomes.

Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

Cluster Objective

All children with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school.

Component BF.6 — Appropriate special education and related services are provided by the public agency at no cost to the parent, including children placed out-of-district by the agency.

Component Analysis

The related indicators analyze:

- A. Collaboration and coordination among local/state agencies
- B. Children receive needed special education and related services at no cost to the parent

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Michigan Monitoring Model
- Michigan Revised Administrative Rules
- Intermediate School District Plan Criteria
- Complaint decisions

Implementation in Michigan

Through the special education monitoring system, the intermediate school districts are required to submit proof of agreements between local districts, and with private contractors, which assure that there is a full continuum of services available to students with disabilities. The monitoring system further requires that the continuum be described to each parent at the time of the Individualized Education Program. There is no documentation (e.g., complaints or monitoring citations) that payment of services is a concern.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strength:

- Special education and related services provided at no cost to families.

The Steering Committee views this component as warranting continued attention. Important needs the steering committee identified included:

- Examination of this issue through focus groups to better understand the difference between providing "related services" at no cost to families and other disability-related expenses and to further ensure that families are not assuming payment for services that should be provided through the special education system.
- Clarification of the relationship between Headstart and local education agencies.

Summary

Michigan provides special education and related services to students with disabilities at no cost to parents. This area can be explored more deeply through the use of focus groups to ensure compliance with this component.

Indicator Analysis

State Analysis: (A) Collaboration and coordination among local/state agencies increase so that special education and related services to children with disabilities are at no cost to the parent.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Intermediate School District Plan Criteria (2000) • Preliminary Michigan Monitoring Model (2000) - contracts between agencies
<i>Strengths</i>	<ul style="list-style-type: none"> • Agencies within state government support services in an efficient and effective manner at no cost to the parent. • Coordination of services results in dissemination of information and referrals that are utilized by consumers. • State Interagency Coordinating Council has Early Childhood Partnership Committee for birth-5.
<i>Concerns</i>	<ul style="list-style-type: none"> • Need to explore further the distinctions between related services and other disability related expenses. • Significant documentation is available on coordination/collaboration, but the outcomes for coordination/collaboration are not readily discernible. • Consumer satisfaction data needs to be gathered. • Need clarification regarding how agreement with Head Start assures provision of free and appropriate public education.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue the compliance monitoring of contracts. • Continue intermediate school district Plan assurances that there is a full continuum of program/services available at no cost to parents and that there are appropriate contracts in place as guarantees.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Consider developing parent/consumer/service provider focus groups to determine what services, if any, may entail cost to parents. • Gather consumer satisfaction data. • Use Early Childhood Partnership Committee to devise a coordinated system for data collection on eligibility, settings, and services.

State Indicators: (B) Children with disabilities receive all needed special education and related services at no cost to the parent, whether or not other agencies with overlapping responsibility provide or pay for services.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Michigan Revised Administrative Rules for Special Education (1997) • Preliminary Michigan Monitoring Model (2000) - contracts between agencies • Special education complaints (1998-1999; 1999-2000) • Intermediate School District Plan Criteria (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Monitoring addresses the process for providing services when there is overlapping responsibility. • No data exist that indicate parents have been expected to pay for services; no documentation of agencies being unwilling to pay for services.

<i>Concerns</i>	<ul style="list-style-type: none"> • Lack of consistent awareness of roles and responsibilities among local education agency and Head Start for children with disabilities. • Lack of Michigan Department of Education oversight of the coordination among local education agencies, Headstart and tribal services.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to review contractual agreements between school districts for provision of services. • Continue to analyze hearing and complaint data as related to this indicator.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Consider developing parent/consumer surveys to determine if services, especially transition services, were provided when overlapping providers exist. • Provide technical assistance on fiscal record keeping so that preprimary impaired, Head Start, and at-risk programs can collaborate to provide services.

Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

Cluster Objective

All children with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school.

Component BF.7 — Continuous progress is made within the State's system for educational accountability by children with disabilities.

Component Analysis

The related indicators analyze student:

- A. Performance goals
- B. Participation in State/district-wide assessments
- C. Performance on State assessments
- D. Participation in alternate assessments
- E. High school completion
- F. Dropout rates
- G. Suspension/expulsion rates

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Monitoring Standards
- December 1 count
- Michigan School Report
- Michigan Revised Administrative Rules
- Michigan State Board Goals for Special Education
- Michigan Curriculum Framework/Content Standards
- Michigan Educational Assessment Program
- Addressing Unique Educational Needs
- Alternate Assessment Project
- Quality Assurance Review model
- Single Record Student Data Basics model

Implementation in Michigan

The special education compliance monitoring process reviews:

- Results of student performance on statewide assessments were considered in the development of the Individualized Education Program; and
- Student participation in state and/or district-wide assessments, with appropriate accommodations, if required.

The Michigan Department of Education has several initiatives underway related to this component:

- The Quality Assurance Review pilot sites in four districts, proceeding systematically with data based planning for student progress.
- The Alternate Assessment Project is refining Michigan's Alternate Assessment.
- State Improvement Grant focuses on improved student performance.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following Michigan strengths relative to this component:

- The Alternate Assessment has been designed with a systematic approach.
- Michigan's Individualized Education Program Team Manual and the related training reinforces learning and application of Indicator expectations.
- Quality Assurance Review Process pilots will contribute a great deal in this area.
- High expectations in Michigan Department of Education Special Education Goals and Policy Framework.

The Steering Committee views this component as being reasonably strong. Important areas for enhancement that the steering committee identified included:

- Personnel development relative to Alternate Assessment, and the Michigan Curriculum Framework.
- Disaggregation of Michigan Education Assessment Program data (e.g. by disability, accommodation(s)).
- Clear, operational definitions of terms such as graduation to facilitate accurate data collection and analysis, then to be followed up as needed with planning for students.

Summary

Michigan has made good strides in educational accountability. Over the next few years there will be improved data available on various aspects of student performance that will guide additional efforts on behalf of students.

Indicator Analysis

State Indicators: (A) State performance goals and indicators for children with disabilities are established which are consistent with high expectations and with State education goals and standards for children without disabilities in the State.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Michigan State Board of Education documents (1997-2000)• Michigan Curriculum Framework/Content Standards (1996)• Addressing Unique Educational Needs (1996)• Quality Assurance Review model (2000)• Monitoring Standards for Special Education (2000) - standards 112, 159, 160, 161, 162, 163.
<i>Strengths</i>	<ul style="list-style-type: none">• Michigan's Quality Assurance Review has the potential to address this indicator at the school building level.• Michigan has monitoring standards and criteria for participation in statewide assessments.• The State Board of Education's policy framework and goals set high expectations and relate to standards for all children.
<i>Concerns</i>	<ul style="list-style-type: none">• Educators and parents are not well aware of the links between the Addressing Unique Educational Needs and Michigan's content standards.• The State Board of Education's Policy Framework and Goals are not well known.• Need to utilize data from Title I, Goals 2000, the consolidated application, accreditation, and accountability for comparisons.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue to monitor the standards for participation in statewide assessments.• Continue the Quality Assurance Review pilots.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Improve public awareness of Michigan content standards, Addressing Unique Educational Needs, and State Board of Education documents related to goals and standards.• Utilize multiple source data to draw conclusions about Michigan's system to improve student performance.

State Indicators: (B) The percentage of children with disabilities participating in State/district-wide general assessment programs, with appropriate test modifications and accommodations, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Michigan Education Assessment Program (1999)• Monitoring Standards for Special Education (2000) - standards 161 and 163• Quality Assurance Review model (2000)
<i>Strengths</i>	<ul style="list-style-type: none">• State and local data exist and have been reported through the State Improvement Plan and the Part B Performance Report.• Michigan's Quality Assurance Review process has the potential to address this indicator at the building level.• Accommodations guidelines exist.• Individualized Education Program process addresses Individuals with Disabilities Education Act requirements for participation in state/districtwide assessments.

<i>Concerns</i>	<ul style="list-style-type: none"> • Statewide data aggregate all students with disabilities; Michigan Education Assessment Program contractor does not disaggregate by disability area. • "Accommodation" is a yes/no check-off on the Michigan Education Assessment Program scoresheet; no report on the type of accommodation used. • Personnel development is needed in this area.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to report on the statewide assessment participation percentage and results among students with disabilities on. • Continue to monitor assessment standards.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Consider creating a report that shows Michigan Education Assessment Program results by disability. • Consider a method for tracking Michigan Education Assessment Program accommodations. • Provide personnel development in this area.

State Indicators: (C) Statewide performance results for children with disabilities on large-scale assessments and other measures, improve at a rate which is at least as great as that of children without disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Michigan Education Assessment Program (1999) • Quality Assurance Review model (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Michigan's Quality Assurance Review has the potential to address this indicator at the building level.
<i>Concerns</i>	<ul style="list-style-type: none"> • Statewide data collection has not taken place long enough for accurate measurement of this indicator. • Personnel development is needed in this area. • Family Education Rights and Privacy Act and student identifiers for database on statewide assessments.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to collect and report data. • Continue to make general/special education comparisons on Michigan Education Assessment Program performance for year two and beyond.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Provide personnel development in this area. • Consider reporting results by disability and use of accommodations.

State Indicators: (D) The percentage of children with disabilities participating in alternate assessments is comparable to national data.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Alternate Assessment Project description (2000) • Monitoring Standards for Special Education (2000) - standard 163
<i>Strengths</i>	<ul style="list-style-type: none"> • Alternate assessment has been initiated. • Michigan Monitoring system has a standard and criterion in place for how students are assessed if statewide assessment is inappropriate.
<i>Concerns</i>	<ul style="list-style-type: none"> • There are some students who are not participating in either alternate assessment or the Michigan Education Assessment Program. • National comparative data not available.

<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Collect and maintain data for all students so that comparative analysis may be conducted. • Continue the compliance monitoring for this requirement.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Continue refinement and improve use of Michigan's alternate assessment. • Provide training on alternate assessment.
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State Indicators: (E) The rate of children with disabilities completing high school with a regular diploma increases.	
<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education December 1 count (1992-1998) • Michigan Revised Administrative Rules for Special Education (1997) • Single Record Student Data Basics (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Data exist for a 20 year period. • Michigan's Single Record Student Data Basics has the potential to provide standardized data for this indicator.
<i>Concerns</i>	<ul style="list-style-type: none"> • December 1 count data does not show increase - flat rate indicated. • December 1 count data are exit data which is not 100% reliable without consistent identifiers, a student may be counted as a dropout in one district and a graduate in another.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to collect and analyze data.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Utilize the Single Record Student Data Basics as a data source for this indicator when it becomes available as a resource for planning needed student interventions.

State Indicators: (F) Dropout rates for children with disabilities are no higher than those for children without disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education December 1 count (1992-1998) • Michigan School Report (1992-1998) • Single Record Student Data Basics (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • December 1 count data exists relative to this indicator and has been used for the State Improvement Plan and the Part B Performance Report. • Single Record Student Data Basics has potential to assist in the reporting of this indicator by standardizing the definition of "dropout" between general and special education students.
<i>Concerns</i>	<ul style="list-style-type: none"> • Accuracy of December 1 count data not sufficient to respond to this indicator definitively. When students exit from one school district it's not always known if they enroll in another. • General education rates cannot be compared to special education because of differing definitions.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to collect exit data.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Utilize the Single Record Student Data Basics as a data source for this indicator when it becomes available as a resource for planning needed student interventions.

State Indicators: (G) Suspension and expulsion rates for children with disabilities are no higher than those for children without disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Special Education December 1 count (1999)• Single Record Student Data Basics (2000)• Michigan Gun-Free Schools Act Data (1998-1999)
<i>Strengths</i>	<ul style="list-style-type: none">• These data will become part of the Single Record Student Data Basics.
<i>Concerns</i>	<ul style="list-style-type: none">• No general education data are currently available to make the comparison asked for in this indicator.• Baseline data are not sufficient to make a determination of this indicator.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue to collect data.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Utilize the Single Record Student Data Basics as a data source when it becomes available to make a comparative analysis and proceed as needed with planning for student interventions.

Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

Cluster Objective

All children with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school.

Component BF.8 — All placement options are available to meet the individual needs of children with disabilities.

Component Analysis

The related indicators analyze:

- A. State funding formulas
- B. Services in a continuum of alternative placements

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Monitoring Standards
- Michigan Revised Administrative Rules
- December 1 count data
- Intermediate School District Plan Criteria
- Michigan Department of Education Survey Report/Placement and Funding
- Michigan Department of Education Grant Criteria

Implementation in Michigan

Access to the full continuum of programs and services is monitored. Intermediate school districts are required to submit agreements between local districts and with private contractors that assure that there is a full continuum of services available to students with disabilities. The special education compliance monitoring review process requires proof that the contracts are in place. The monitoring system requires that the continuum be described to each parent at the time of the Individualized Education Program Team meeting. It also requires that documentation that there are contracts between districts and with contractors so that there is a continuum of special education programs and services available to students with disabilities.

On an Individualized Education Program the team lists least restrictive environment options rejected and the reason(s) for that rejection. Additionally, the federal requirements regarding the extent to which the student will not participate in the regular class, the general curriculum and extracurricular/non-academic activities are listed. There are standards, which are part of the monitoring review that relate to each of these requirements. When the federal requirements are cited as "out-of-compliance" it is generally because the Individualized Education Program Team report indicates the extent to which the student will participate rather than the extent to which they will not participate.

The Michigan Department of Education has one initiative underway related to this component

- Quality Assurance Review Process. The Michigan Department of Education is piloting this Process to support student access to the general education curriculum, and student participation in district and state assessment or alternate assessment. It is anticipated that this process will contribute significantly to existing school improvement efforts through the collection, analysis and use of results from multi-source data for improving the performance of students with disabilities.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Michigan does better with placements and options than might be expected.
- Districts collaborate with each other to ensure the availability of the full continuum.

The Steering Committee views this component as warranting continued attention. Important needs the Steering Committee identified included:

- Study the geographic differences in least restrictive environment options offered and available to students with disabilities.
- Study the differences in least restrictive environment options offered and available to students with disabilities by disability category.
- Study the understanding of this issue by parents and teachers and increase public awareness of the full continuum.
- Study the impact of fiscal policies on placement, especially in regard to children labeled as preprimary impaired and those receiving transition services.

The information gathered through the public input meetings validates the needs identified by the Steering Committee. For many participants in the public input meetings, the variation in services and/or processes is finely drawn; at nearly every meeting, parents and providers both mentioned the sometimes immense differences between—or even within—intermediate school districts. Participants also discussed the variation of services between districts. Once again, several parents and providers mentioned moving (or knowing of families that have moved) from one district to another so that their child could receive necessary services.

Summary

Although Michigan has many assurances in place regarding least restrictive environment and the availability of the full continuum of placements and services, consumers and providers continue to cite differences that seem to be based on geography and philosophy. This component needs further study.

Indicator Analysis

State Indicators: (A) State funding formulas do not result in placements that violate the requirements of least restrictive environment.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Michigan Department of Education - Placement and Funding Survey Report (1998) • Michigan Department of Education - Individuals with Disabilities Education Act Grant Criteria (2000-2001) • Michigan Revised Administrative Rules for Special Education (1997)
<i>Strengths</i>	<ul style="list-style-type: none"> • K-12 placements generate equal reimbursement for every dollar spent on students with disabilities (state foundation/state aid funds) and encourage least restrictive environment. • Survey data are supportive of least restrictive environment provisions in Michigan schools.
<i>Concerns</i>	<ul style="list-style-type: none"> • Current state fiscal practice may favor some points on the continuum over others (e.g., Preprimary Impaired and Transition). • Structural/financial incentive to send children with significant disabilities to preprimary impaired programs appear to exist. • Pupil accounting rules for reimbursement for non-classroom services for preprimary impaired make it difficult for districts to provide sufficient personnel, address least restrictive environment, and still be reimbursed. • Whether added cost funding is not a factor in providing state education dollars (post Durant).
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to monitor equity in state funding formulas.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Examine funding issues related to the provision of preprimary impaired and transition services.

State Indicators: (B) Children with disabilities receive services in a continuum of alternative placements.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Special Education December 1 count (1999) • Intermediate School District Plan Criteria (2000) • Monitoring Standards for Special Education (2000) - standards 118, 119, 139, 140 • Auxiliary Services Act (1977)
<i>Strengths</i>	<ul style="list-style-type: none"> • Auxiliary Services Act provides for services at nonpublic school facilities. • Intermediate School District Plan Criteria incorporates services to students with disabilities in charter schools. • Intermediate School District Plan approval based on provision of continuum of services. • Individualized education programs monitored considered less restrictive options according to monitoring criteria (charter schools included in sample): 1998-1999, 88%; 1999-2000, 91%.

<i>Concerns</i>	<ul style="list-style-type: none"> • Parents may not be provided information regarding full continuum of placement options. • No continuum and/or no options within some preschool, Head Start, settings.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue monitoring standards related to least restrictive environment. • Continue review of intermediate school district Plan assurances of the provision of the full continuum of special education program/ service placement options.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Review grants and work plans of Parent Training and Information Centers and Comprehensive Parent Services System for provision of information, training and advocacy for families of 3-5 year olds. • Utilize Michigan Community Coordinated Child Care training and access to community programs. • Increase public awareness of the full continuum.

Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

Cluster Objective

All children with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school.

Component BF.9 — Appropriate special education and related services are provided to children with disabilities in the educational setting determined to be the least restrictive environment.

Component Analysis

The related indicators analyze:

- A. Percentage of children in each disability category, served along each point of the continuum
- B. Percentage of children with disabilities, by race/ethnicity, receiving special education

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- 21st Annual Report to Congress
- Special Education December 1 count data
- Statewide Parent Survey
- State Improvement Plan/State Improvement Grant

Implementation in Michigan

Least restrictive environment is addressed through the special education compliance monitoring review process. On each student's Individualized Education Program the team lists least restrictive environment options rejected and the reason(s) for that rejection. Additionally, the federal requirements regarding the extent to which the student will not participate in the regular class, the general curriculum and extracurricular/non-academic activities are listed. There are monitoring standards that relate to each of these requirements.

The Michigan Department of Education has one initiative underway related to this component:

- **Quality Assurance Review Process.** The Michigan Department of Education is piloting this process to support student access to the general education curriculum and student participation in district and state assessment or alternate assessment. It is anticipated that this process will contribute significantly to existing school improvement efforts through the collection, analysis and use of results from multi-source data for improving the performance of students with disabilities.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Options are available.
- Compliance monitoring reviews this area.
- Advocacy groups have moved this issue along.

The Steering Committee views this component as warranting continued attention. As in component BF.8, important needs the steering committee identified included:

- Study the geographic differences and barriers in least restrictive environment options offered and available to students with disabilities.
- Study the differences and barriers in least restrictive environment options offered and available to students with disabilities by disability category.

Public meeting participants also identified several continuum challenges experienced around the state. They related to transportation, social barriers, locations of classrooms, the challenges of secondary school curriculum, paraprofessional support, and training. These are detailed in Appendix D, pages 28-29.

Summary

Although Michigan has many assurances in place regarding least restrictive environment and the availability of the full continuum of placements and services, consumers and providers continue to cite differences that seem to be based on geography, disability, and philosophy. This component needs further study.

Indicator Analysis

State Indicators: (A) The percentage of children with disabilities in each disability category, served along each point of the continuum, is comparable to national data.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• U.S. Department of Education - 21st Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (1999)• Special Education December 1 count (1999)• Michigan Revised Administrative Rules for Special Education (1997)
<i>Strengths</i>	<ul style="list-style-type: none">• For the most part, Michigan and national data are comparable.• K-12 placements generate equal reimbursement for every dollar spent on students with disabilities (state foundation/state aid funds) and encourage least restrictive environment.
<i>Concerns</i>	<ul style="list-style-type: none">• Students with mental impairments in Michigan are more likely to be in a separate class than a resource room, compared to national data.• Students with multiple severe disabilities in Michigan are in center-based programs to a greater extent than national data.• Students with visual impairments in Michigan are in the regular classroom with greater frequency than national data.• Comparisons cannot be made for private separate facilities that serve other health impairments, deaf/blindness, and traumatic brain injuries.• Students with autism in Michigan are more likely to be in either regular classrooms or center-based programs.• Definition of participation in general education settings needs further refinement.• Variations across state data reporting systems makes national comparisons questionable.• Lack of standard use of placement/setting definitions makes national comparisons questionable.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue state reimbursement formula that encourages least restrictive environment placement.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Study the reasons for the inconsistencies between federal and state categories and placement options. Address inconsistencies so as not to disadvantage Michigan students.• Provide guidance and technical assistance to intermediate school districts and local education agencies regarding placement of children with severe disabilities in neighborhood schools.

State Indicator: (B) The percentage of children with disabilities, by race/ethnicity, receiving special education is comparable to the percentage of children, by race/ethnicity, in the general population.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Special Education December 1 count (1999)• State Improvement Plan/State Improvement Grant (1998)• Part B Performance Report (1999)
<i>Strengths</i>	<ul style="list-style-type: none">• Michigan recognized the need to study this issue further and has funded a Disproportionality Study through the State Improvement Grant.

<i>Concerns</i>	<ul style="list-style-type: none"> • None
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to fund studies in this area.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Additional factors could be explored to expand this indicator - percentage of children by: race/ethnicity, disability category, English as a second language designation, geographical location in the state. • Develop action plan based on Disproportionality Study findings.

Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

Objective

All children with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that promotes a high quality education and prepares them for higher education, employment, or independent living after they exit school.

Component BF.10 — To the maximum extent appropriate, children with disabilities are educated and participate in activities and services with nondisabled peers.

Component Analysis

The related indicator analyzes:

A. Least Restrictive Environment (LRE) training

The following data sources served as the documentation in the analysis of Michigan's performance on this component:

- Michigan Monitoring Model and Standards
- Michigan's Revised Special Education Administrative Rules
- Teacher Certification Update (September 2000)
- Individuals with Disabilities Education Act 1997 training agendas
- Positive Behavior Support training agendas
- Positive Behavior Support for ALL Michigan Students
- Quality Assurance Review Model
- Transition Services Project
- Focus Groups of Michigan Part B students

Implementation in Michigan

Individualized Education Program Teams must address the extent to which each student will not participate in the regular class, the general curriculum and extra-curricular/non-academic activities. There are assurances on each Individualized Education Program that students with disabilities will be educated with and participate in activities with non-disabled peers. Removal from this environment occurs only when the nature or severity of a disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. These considerations are reviewed during the special education compliance monitoring review. When a systemic issue is identified during monitoring, staff training is provided regarding specific least restrictive environment issues.

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Student focus groups show great promise in helping us understand student perceptions about their participation in the Least Restrictive Environment, their successes as well as the barriers they encounter.
- The Individuals with Disabilities Education Act training has helped service providers and parents understand legal obligations and some practical options for implementation.
- The State Improvement Grant priorities and related initiatives support sustained learning and systemic capacity building in issues that help students participate and succeed in the general curriculum in the least restrictive environment.

The Michigan Department of Education has several initiatives underway related to this component:

- Positive Behavior Support Initiative offers statewide awareness training across stakeholder groups and pilot site sustained learning opportunities and technical assistance regarding strategies to create a learning climate/environment supportive of all students' learning.
- Quality Assurance Review pilot sites support student access to the general education curriculum, and student participation in district and state assessment or alternate assessment. It is anticipated that this will contribute significantly to the existing school improvement process through the collection, analysis and use of results from multi-source data for improving the performance of students with disabilities.
- Transition Services Project supports Self-Determination training for students with disabilities.

Steering Committee Analysis

The Steering Committee identified Michigan's efforts to date regarding this component as being necessary, but not sufficient. The Steering Committee identified, and Public Meeting input validated substantive, continuing needs which include:

- While more children are now educated in neighborhood schools, more training and technical assistance are needed to increase the number of students who participate successfully in the general curriculum.
- General education preservice and inservice teachers, paraprofessionals, substitute teachers, those who supervise extra-curricular activities, and Parent Advisory Committee members need to participate in training along with special education personnel.
- Learning opportunities need to be available in multiple formats, including distance learning, and needs to address both the cognitive aspects of learning as well as the social issues which impact student success.
- Much training is available, but many who need it are not availing themselves of current opportunities.
- Additional data need to be collected and analyzed regarding:
 - (1) student perceived challenges in the least restrictive environment
 - (2) the impact of personnel development efforts. Then needed adjustments in training should occur.

Summary

Michigan has made substantial progress relative to this indicator over the past decade. There have been a variety of trainings offered to multiple stakeholder groups regarding the legal and practical programming aspects of the least restrictive environment. Sustained, systemic change efforts engaging all relevant stakeholders, including the students themselves are just beginning to occur in a systematic manner.

Indicator Analysis

State Indicators: (A) Training for implementing least restrictive environment is provided to address identified needs.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Michigan Revised Special Education Administrative Rules (1997)• Individuals with Disabilities Education Act 1997 training agendas (1998; 2000)• Preliminary Michigan Monitoring Model (2000)• Michigan Monitoring Standards (2000)• Positive Behavior Support for ALL Michigan Students: Creating Environments that Assure Learning (2000)• Positive Behavior Support training agendas (2000)
<i>Strengths</i>	<ul style="list-style-type: none">• Staff inservice training is required if monitoring identifies systemic issues relate to least restrictive environments.• Positive behavior support document, awareness training, and sustained learning sites.
<i>Concerns</i>	<ul style="list-style-type: none">• Some universities/colleges not providing adequate training regarding individualized education planning issues including least restrictive environments for their students preparing for special education careers.• School climate affects the successful provision of special education services in general education settings.• Universities/colleges not providing adequate training in methods to include students with disabilities for students preparing for general education teaching careers.• Staff not trained to provide related services in community settings.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue the requirement for staff inservice training related to systemic issues, including the least restrictive environment standards.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• All universities and colleges need to provide general educators with preservice and inservice development for students with disabilities.• General education students in universities should intern in special education settings and/or in classrooms which include students with disabilities.• Continue statewide positive behavior support initiative.• Provide religion neutral, character and diversity training starting at the elementary school level and continuing throughout high school to address school climate.• Develop a system to track training outcomes and the percentage of general and special educators trained.• Preservice preparation programs should expand the type and number of practicum experiences offered.• Ongoing training in least restrictive environment should be provided jointly (general educators, special educators, parents) and focus on the continuum of options and settings as well as appropriate activities.

Secondary Transition

Cluster Objective

All youth with disabilities, beginning at 14 and younger when appropriate, receive individualized, coordinated transition services, designed within an outcome oriented process which promotes movement from school to post-school activities.

Component BT.1 — Appropriate services are provided to prepare youth with disabilities for employment, postsecondary education, independent living, community participation, and life skills.

Component Analysis

The related indicators analyze:

- A. Graduation rates
- B. Dropout rates
- C. Participation in post school activities
- D. Linkages to agency services

In addition, the Continuous Improvement Monitoring Steering Committee identified three additional indicators regarding:

- E. Alignment of preferences/needs/interests with student goals/course of study
- F. Use of research based school transition services
- G. Involvement in career preparation activities

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Monitoring Standards and Corrective Action Plans
- Interagency Agreements and Plans
- December 1 count
- Intermediate School District Plan Criteria
- Michigan School Report
- U.S. Census Bureau
- Bureau of Labor Statistics
- State Improvement Grant, including Follow-Up Pilot Report (2000)
- Transition Services Project
- Career preparation enrollment
- Focus groups of Michigan Part B students
- Addressing Unique Educational Needs
- Michigan Curriculum Framework
- Center for the Future of Children
- Quality Assurance Review model
- Student Record Student Data Basics

Implementation in Michigan

The monitoring data are key because Michigan's last Office of Special Education Programs monitoring findings indicated that secondary transition was a statewide systemic issue. There were no secondary transition standards for special education. The 1997 special education monitoring standards revision included newly identified transition standards reflecting the Individuals with Disabilities

Education Act transition and age of majority requirements. The standards were modified in the monitoring standards revision of 2000 to reflect changes in the Individuals with Disabilities Education Act Regulations.

The 1998-2000 special education monitoring data indicate that the most frequently identified systemic issue relates to “Courses of study ... beginning at age 14.” An analysis of this issue indicates that for some students, the course of study is not addressed at the Individualized Education Program Team meeting when the student is 13 years of age. Additionally there has been a decreased compliance rate in the transition standard referencing consideration of the student preferences and interests.

The Michigan Department of Education has several initiatives underway related to this component:

- The Transition Services Project which provides training and technical assistance to school districts, higher education preservice faculty, and families regarding effective, interagency transition practices. Implemented in 1998, it is expected that the project will also yield improved compliance.
- Quality Assurance Review process which is currently piloting a building-based quality assurance process that will contribute to our understanding of student outcomes and needs.
- Single Record Student Data Basics, a new information warehouse for all state education information, initially containing five data sets – student record, student performance, school infrastructure, school personnel, and district financial data. Future data sets will include information about higher education and employment as indicators of student performance in adult life roles.
- State Improvement Grant with transition as a priority focus, providing additional support and resources to the Transition Services Project. An improved follow-up process has also been designed and piloted with the support of the State Improvement Grant.
- Student focus groups hold promise for providing information regarding students’ planned post-school activities.
- Transition follow-up pilot study has been designed and piloted with the support of the State Improvement Grant. A technical review panel will meet in January to recommend enhanced content and methodology in preparation for broader use.

During the public input meetings, participant comments validated issues related to student course of study. Several participants noted the need to coordinate transition activities starting at age 14 with the child’s academic program and that transition plan activities should balance academic needs with vocational, living, and community skills training. Public meeting participants also noted the need to increase the number of partnerships with real employers and to provide earlier experiences with external employers.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following Michigan strengths relative to this component:

- Transition as a personnel development priority in the State Improvement Plan/State Improvement Grant.
- Funding levels supportive of systemic change.
- Local Transition Councils.
- Positive linkages with agencies.
- Most students have transition plans.
- Collaboration with institutions of higher education preservice programs to enhance transition curriculum.

The Steering Committee continues to view this component as warranting ongoing attention. The concerns reflect need for:

- Additional student outcome data to guide systemic decision making regarding service needs;
- Increased/enhanced local collaboration among relevant stakeholder groups in planning for and providing needed services; and
- Personnel development regarding transition services.

Summary

Michigan has made substantial progress in assuring that students and their families receive quality, appropriate transition services. There remains, however, a continuing need for data collection and analysis, as well as personnel development across stakeholder groups to support generalization of the quality of these programs and services across the state. Findings from routine monitoring will help document the impact of these efforts.

Indicator Analysis

State Indicators: (A) The rate of youth with disabilities graduating with a regular diploma is comparable to that for youth without disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Special Education December 1 count (1992-1998)• Michigan School Report (1992-1998)• Quality Assurance Review model (2000)• Single Record Student Data Basics model (2000)
<i>Strengths</i>	<ul style="list-style-type: none">• Michigan's Quality Assurance Review has the potential to collect and apply information relative to this indicator at the school building level.• Single Record Student Data Basics has the potential to improve data reporting for this indicator by standardizing general education and special education data definitions.
<i>Concerns</i>	<ul style="list-style-type: none">• The special education data provided are exit data, including some graduation data, but they cannot be compared directly to general education graduation as equivalent measures. For instance, students who exit special education prior to graduation are not identified as "special education" when they graduate. Conclusions cannot be drawn regarding actual graduation rates due to varying local graduation definitions and requirements, as well as inaccuracy of data reported for both general and special education.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue to calculate graduation rates.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Use Single Record Student Data Basics to define graduation in a way that considers the unique school completion features of special education and its reporting requirements (i.e., age requirements disaggregation by disability, ethnicity, gender).• New data collection and analysis should consider local jurisdiction and comparability to general education graduation rates (i.e., the percent of individuals with disabilities graduating within four years compared to regular education students in the same time frame, and the percent of individuals with disabilities who graduate at a later date).

State Indicators: (B) Dropout rates for youth with disabilities decrease and are no higher than those for youth without disabilities.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Special Education December 1 count (1994-1998)• Michigan School Report (1994-1998)• Single Record Student Data Basics (2000)• Quality Assurance Review Model (2000)
<i>Strengths</i>	<ul style="list-style-type: none">• Michigan's Quality Assurance Review has the potential to collect and apply information relative to this indicator at the school building level.• Single Record Student Data Basics has potential to assist in the reporting of this indicator by standardizing the definition of dropout between general and special education students.• December 1 count data exists on dropout rates for students with disabilities.

<i>Concerns</i>	<ul style="list-style-type: none"> • December 1 count exit data not a 100% reliable way to measure this indicator. • General education rates cannot be directly compared to special education because of differing definitions and data collection mechanisms.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to collect exit data.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Calculate dropout rates, adjusting the method of data collection to address the effect that student school changes have on data reliability. • Utilize Single Record Student Data Basics when it is implemented (2001-2002).

State Indicators: (C) The percentage of youth with disabilities participating in post-school activities (e.g., employment, postsecondary education, independent living, and community participation) increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • State Improvement Plan/State Improvement Grant - Follow-Up Pilot Report (2000) • Revised Monitoring Standards for Special Education (1997) – standards 126c-126e (1997) • Monitoring Standards for Special Education (2000) - standards 151c-151e • U.S. Census Bureau Disability Employment (1994-1995) • Bureau of Labor Statistics State and Area Employment, Hours and Earnings (1982-1999) • Addressing Unique Educational Needs (1997) - Adult Life Roles • Michigan Curriculum Framework (1997) - Career and Employability Skills Content Standards and Benchmarks • Michigan Council on Career and Technical Preparation • Intermediate School District Plan Criteria (2000) • Center for the Future of Children (1996) • Focus groups of Michigan Part B students (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • The Michigan Department of Education recognized the need for improvement in the follow-up process and funded a pilot process for improving data collection through the State Improvement Grant. • Compliance monitoring on transition standards: <ul style="list-style-type: none"> - Standard 126c - Community Experience, 92% compliance - Standard 126d - Development of Employment Post-Adult Living Skills, 90% compliance - Standard 126e - Acquisition of Daily Living Skills, 92% compliance • 70% of students aged 14 to 23 who participated in focus groups want to continue their education beyond high school (i.e., college, trade school). • 49% of students aged 14 to 23 who participated in focus groups were currently employed.
<i>Concerns</i>	<ul style="list-style-type: none"> • All terms (e.g., employment, postsecondary education, independent living, community participation) need consistent operational definitions. • Coordination and collaboration among all agency and education partners is needed to collect these data. • State Improvement Grant follow-up pilot data not sufficient to address this indicator.

<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue to collect follow-up survey data. • Continue to collect monitoring data, and report results to intermediate school districts/local education agencies.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Develop an interagency data collection system that standardizes all terms and collection methods related to post-school activities. • Convene a technical review panel to recommend enhancements in the follow-up survey instrument, procedures, and methods of analysis.

State Indicators: (D) Available linkages to transition services providers outside the State Education Agency increase.

<i>Current Data Sources</i>	<ul style="list-style-type: none"> • Michigan Department of Corrections Plan, Part 1 - Comprehensive Special Education Services • Michigan Department of Community Mental Health Behavioral Health Plan (1998-2001) • Michigan Family Independence Agency Plan (1998-1999 through 2000-2001) • Transition Services Project (2000)
<i>Strengths</i>	<ul style="list-style-type: none"> • Interagency agreements exists within each intermediate school district and at the state level. • Development of centralized system for registration, tracking, and reporting of programs addressed under Workforce Investment Act. • Youth Development Councils exist in some local communities. • State has Transition Network Team (school-to-work, special education, vocational rehabilitation, mental health, social security, and others) that addresses transition issues at the state level. • The Michigan Department of Education funds the Transition Services Project. Project staff represent various disciplines (special education, transition, school-to-work, vocational rehabilitation, and parents). • Michigan has three National Transition Alliance promising program sites.
<i>Concerns</i>	<ul style="list-style-type: none"> • There are no statewide data compiled that describe the quality of the interagency agreements or validate the effectiveness of agency services. • Vocational rehabilitation data are not available on sustained linkages with agencies, education professionals, and parents.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Maintain state agency staff representation on Transition Network Team with broad representation. • Maintain broad interagency representation on Transition Services Project. • Continue supporting interagency agreements at state and intermediate school district level.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Collect data that reflect transition related services and resources at the local and intermediate school district levels. • Collect data on the effectiveness of transition programs including elements such as the number of students accessing services while in school or post school, the quality indicators that lead to program improvements, and a review of interagency agreements for increase in number and effectiveness, etc.

<i>Improvement Strategies continued</i>	<ul style="list-style-type: none"> • Link community service agencies with Youth Development Council and education. • Enhance integration of activities between Department of Career Development and Michigan Department of Education. • Use Michigan National Transition Alliance promising programs as demonstration sites.
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Potential State Indicator: (E) (New) Increase the evidence that students' post-school goals, annual objectives, and course of study are aligned with assessment information that reflect their preferences, interests, needs, and abilities.

<i>Potential Data Sources</i>	<ul style="list-style-type: none"> • Revised Monitoring Standards for Special Education (1997) - standard 131 • Monitoring Standards for Special Education (2000) - standards 149 and 150
<i>Strengths</i>	<ul style="list-style-type: none"> • Districts use career assessments and interest inventories. • Transition plans are now written in conjunction with individualized education programs. • Transition Services Project has nine field test sites during 2000-2001 to evaluate and document transition planning in individualized education programs. • Michigan has monitoring standards which indicate whether student preferences and interests were considered in the individualized education program process when transition was a required focus.
<i>Concerns</i>	<ul style="list-style-type: none"> • Compliance monitoring data for evidence of preference and interests of the student (standard 131) reflected a decreasing compliance rate from 85% (N=129) for school year 1998-99 to 74% (N=78) for school year 1999-2000.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue Transition Services Project field test sites. • Continue to monitor transition standards in individualized education programs for which transition is a relevant issue, including standards related to preferences and interests of the student.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Expand field test sites. • Provide training to strengthen the transition focus of the individualized education program.

Potential State Indicators: (F) (New) Increase the numbers of districts implementing research-based transition practices, e.g., student focused planning; student development; family involvement; interagency (including community) collaboration; and policies and philosophies.

<i>Potential Data Sources</i>	<ul style="list-style-type: none"> • Transition Services Project self assessment from intermediate school districts and local education agencies • Transition Services Project workshop evaluations • Transition Services Project workshop attendance records • Intermediate school district Transition Services Project final reports
<i>Strengths</i>	<ul style="list-style-type: none"> • Intermediate school districts participated in self-reflection process. • Three Michigan districts recognized by National Transition Alliance as model sites. • The Michigan Department of Education supports transition by funding the Transition Services Project.

*Strengths
continued*

- The Transition Services Project provides training and technical assistance based on promising practices.
- Transition services have been identified by the Michigan Department of Education as a priority through the State Improvement Grant.
- The Michigan Department of Education provides formula grants to intermediate school districts for transition coordination.
- The statewide Parent Training and Information Center has developed materials on transition available to agencies, families, and educators.
- Michigan established the Transition Network Team (state agencies, parent/business representation) to address state interagency transition issues.
- Transition Councils (same representation) exist in each intermediate school district statewide.
- The Michigan Department of Education and the Transition Services Project work with institutions of higher education to improve undergraduate and graduate transition related education.
- Michigan is in the process of revising its follow-up data collection system.

Concerns

- Technical assistance needs to link to the transition self-assessment process and results.
- The transition self-assessment process needs to reflect stakeholders (parents, educators, students, interagency partners).
- Transition related competencies need to be identified and linked to personnel development opportunities.
- Information regarding promising practices/transition improvements is not reaching enough parents and students.

Maintenance Strategies

- Support programs and services reflecting promising practices in transition, and share/disseminate information statewide.
- The Michigan Department of Education should continue to support technical assistance and personnel development related to this indicator.

Improvement Strategies

- Expand transition self-assessment process to include data from a broader variety of sources (parents, students, educators, and service providers).
- Use transition self-assessment data to identify strengths and needs, implement system improvements, and provide technical assistance regarding research-based practices and support to intermediate school districts and communities.
- Identify transition-related competencies for teachers, transition coordinators, administrators, and transition related service providers, and link these to personnel development efforts.
- Increase parent/professional partnerships in planning, implementing, and evaluating transition education and services.
- Routinely communicate (via newsletters, cable television, websites, etc.) information regarding transition improvements to community stakeholders, particularly parents and students.

Potential State Indicators: (G) (New) Increase number of students participating in career preparation activities. Career preparation includes career exploration; occupational specific training; work experiences, etc.

<i>Potential Data Sources</i>	<ul style="list-style-type: none">• Enrollment data by district
<i>Strengths</i>	<ul style="list-style-type: none">• Some districts have disaggregated enrollment data (e.g., number of students in vocational courses, school-to-work, job shadowing, cooperative education, and career awareness).
<i>Concerns</i>	<ul style="list-style-type: none">• Vocational education data are compiled for "special populations" as a generic category. Not able to disaggregate these data for students with disabilities with current system.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• None
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Current vocational education data should be disaggregated by disability, not just as special populations.

Secondary Transition

Cluster Objective

All youth with disabilities, beginning at 14 and younger when appropriate, receive individualized, coordinated transition services, designed within an outcome oriented process which promotes movement from school to post-school activities.

Component BT.2 — Youth with disabilities are actively involved in appropriate transition planning.

Component Analysis

The related indicators analyze the percentage of youth with disabilities who:

- A. Participate in transition planning
- B. Exercise their rights and responsibilities

The following data sources served as documentation in the analysis of Michigan's performance on this component:

- Monitoring Standards and Summaries
- Quality Assurance Review Model
- Part B Performance Report
- Focus groups of Michigan Part B Students
- Transition Services Project

Implementation in Michigan

The special education compliance monitoring review process has standards which require that students receive an invitation to an Individualized Education Program Team meeting in which secondary transition is a focus. Additionally, monitoring standards require consideration of student preferences and interests, whether or not the student is in attendance. The Michigan Individualized Education Program Team Report Manual suggests that the secondary transition portion of the individualized education program process be completed prior to developing goals and objectives, as the student's transition needs should drive those goals.

The Michigan Department of Education has several initiatives underway related to this component:

- Transition Services Project provides self-determination training for students with disabilities and is planning to expand this training in the next year.
- State Improvement Grant has transition as a priority, providing additional support and resources to the Transition Services Project. An improved follow-up process has also been designed and piloted with the support of the State Improvement Grant. A technical review panel will meet in January to recommend enhanced content and methodology in preparation.
- Student focus groups which hold promise for providing student perceptions of their special education experiences.

Steering Committee Analysis

The Continuous Improvement Monitoring Steering Committee identified the following strengths:

- Michigan Youth Leadership Forum.
- Student input process has begun.
- Transition Network Team at the state level.
- Nine pilot sites focused on self-determination.
- Student participation in Individualized Education Program Team meetings to create transition plans.

The Steering Committee views this component as warranting significant continued attention. The concerns reflect need for:

- Additional data regarding student participation, understanding, and satisfaction; and
- Personnel development regarding promising practices in transition services.

Summary

Michigan is making some progress in assuring that students are actively involved in appropriate transition planning. There is, however, a continuing need for data collection and analysis as well as student input from across the state. Findings from routine monitoring will help document the impact of these efforts.

Indicator Analysis

State Indicators: (A) The percentage of youth with disabilities participating in transition planning increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Revised Monitoring Standards for Special Education (1997) - standard 125• Michigan Department of Education special education monitoring summaries (1998-1999; 1999-2000)• Transition Services Project (2000)• Quality Assurance Review model (2000)• Part B Performance Report (1999)• Focus groups of Michigan Part B students (2000)
<i>Strengths</i>	<ul style="list-style-type: none">• Monitoring data relate to indicators and indicate if student is present at the Individualized Education Program Team meeting. Compliance data show increase of students attending Individualized Education Program Team meetings. In the past two years, monitoring data show 82% in compliance.• Transition Services Project trains school staff, parents, and agencies on youth participation. Grants are available for transition services training (self-determination and student focused planning).• Michigan's Quality Assurance Review has the potential to provide school building level data in this area.
<i>Concerns</i>	<ul style="list-style-type: none">• More specific statewide participation data are needed, especially to understand more deeply the difference between attending an Individualized Education Program Team meeting and participating in transition planning.• Training for students, parents, and staff continues to be a need.• Focus group data report 49% of students aged 14 to 23 said that transition planning was discussed at their individualized education planning team meeting.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none">• Continue to monitor Transition Standards.• Continue to provide training and technical assistance related to this indicator.
<i>Improvement Strategies</i>	<ul style="list-style-type: none">• Design a system to collect more specific data on student participation as well as parent and student satisfaction with participation in transition planning.• Provide more training and technical assistance for students, parents, and staff.

State Indicators: (B) The percentage of youth with disabilities exercising their rights and responsibilities, as appropriate, regarding special education at the age of majority, increases.

<i>Current Data Sources</i>	<ul style="list-style-type: none">• Revised Monitoring Standards for Special Education (1997) - standards 128 and 102• Monitoring Standards for Special Education (2000) - standards 152 and 153• Michigan Department of Education special education monitoring summaries (1998-1999; 1999-2000)• Focus groups of Michigan Part B students (2000)
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<i>Strengths</i>	<ul style="list-style-type: none"> • The Michigan Monitoring Model provides standards to which districts must comply. Compliance data are available. • Standard 128 was marked "in compliance" 88% of the time based on the Individualized Education Program Team informing the students of their age of majority rights.
<i>Concerns</i>	<ul style="list-style-type: none"> • While it is clear that students are informed of their rights, it is not clear that they understand or exercise those rights. • Less than half (44%) of the students participating in focus groups indicated they were aware of their rights. • 15% of parents who participated in focus groups indicated that their children had asserted their rights.
<i>Maintenance Strategies</i>	<ul style="list-style-type: none"> • Continue compliance monitoring process. • Continue active student participation at Individualized Education Program Team meetings. • Continue to collect and analyze information related to this indicator through student focus groups.
<i>Improvement Strategies</i>	<ul style="list-style-type: none"> • Use multiple methods to collect information from students to determine the extent of understanding of this issue. • Promote promising practices through training and technical assistance regarding this indicator. • Provide training on the transfer of rights and responsibilities and self-determination.

**Michigan Department of Education
Office of Special Education and Early Intervention Services**

**Office of Special Education Programs
Continuous Improvement Monitoring Process
Self-Assessment
Participants**

Participants in the self-assessment phase of the Continuous Improvement Monitoring process have included a broad range of stakeholders. Both Part B (Special Education) and Part C (*Early On*® Michigan) of the Individuals with Disabilities Education Act (IDEA) were the focus of this self-assessment.

Advocacy groups and parents of children with disabilities, collectively, represented a broad range of disabilities. Persons with disabilities were also included. Geographically, participants ranged from the Upper Peninsula to the major urban centers of Michigan. Racial and ethnic diversity was an important consideration in the selection of participants as well, to assure that underrepresented populations were not overlooked.

Various agencies involved in the provision of early intervention services were also represented, including mental health and public health services. Superintendents, building principals, special and general education administrators, teachers and related service providers, early intervention service providers and managers, and representatives of private schools have been involved.

Self-Assessment Teams

More than 100 participants have been involved in Assessment Teams, both as stakeholder representatives and as data and resource support to the teams. Each Assessment Team focused on one of the seven “Cluster” areas, such as General Supervision or Transition. Within each Assessment Team were members of the Steering Committee, which continued to participate in the self-assessment phase after the Assessment Teams completed an analysis of the indicators and components found in their Cluster area.

Steering Committee

The Steering Committee includes 47 participants. This committee is primarily composed of representatives from three advisory groups under the IDEA:

- Special Education Advisory Committee (SEAC - Part B of the IDEA)
- State Interagency Coordinating Council (SICC - Part C of the IDEA)
- State Improvement Grant Partnership (SIG - Part D of the IDEA)

The Steering Committee includes 16 parents, 13 administrators and 13 practitioners/providers of services, as well as representatives from advocacy and professional organizations. Others represent various constituent stakeholder groups, including the Developmental Disabilities Council, community colleges, and the Institutions of Higher Education committee.

By design, all primary constituent groups are linked to the Steering Committee through the representatives from the Special Education Advisory Committee, State Interagency Coordinating Council, and the State Improvement Grant Partnership. Through this design, State agencies, additional providers and payors of services, advocacy groups and disability organizations, and other related groups are represented in the continuous improvement process.

Organizations directly represented on the Steering Committee (listed below) include those that receive federal funds (directly, or through the State Education/Lead Agency) or that are funded and charged to have accountability for the provision of services and/or support of rights for the eligible population under the Individuals with Disabilities Education Act. The single exception is the Michigan chapter of ChADD, which represents children with Attention Deficit/Hyperactivity Disorder but does not have formal representation on the Special Education Advisory Committee.

- CAUSE (Statewide Parent Training and Information Center)
- ChADD
- Michigan Association of Administrators of Special Education
- Michigan Association of School Administrators
- Michigan Education Association
- Michigan Elementary and Secondary School Principals Association
- Michigan Federated Chapters of the Council for Exceptional Children
- Michigan Federation of Teachers
- Michigan Protection and Advocacy Services
- Middle Cities Education Association
- The Arc Michigan
- UCP-Metro (Metro Detroit Parent Training and Information Center)

A list of participants follows; members of the Steering Committee are noted*.

Bonnie Sue Altman, Alpena*
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Todd Bingaman, Dowagiac*
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Jacquelyn Jones, Consultant, Stamford, Connecticut
Louis Landry, Consultant, Boise, Idaho
Sue Robbins, Waisman Center, University of Wisconsin, Madison, Wisconsin
Harvey Rude, Consultant, Loveland, Colorado (also served as Steering Committee facilitator)
Dathan Rush, Tolbert Center for Developmental Disabilities, University of Oklahoma Health Sciences Center, Oklahoma City, Oklahoma
Denise Stewart, Education Growth Planners, Ft. Lauderdale, Florida

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Vanessa Winborne
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**Michigan Department of Education
Office of Special Education and Early Intervention Services**

**Office of Special Education Programs
Continuous Improvement Monitoring Process
Self-Assessment
Calendar of Events**

April 2000	Office of Special Education and Early Intervention Services (OSE-EIS) notified of selection to participate in the continuous improvement monitoring process
May 2000	
1, 2	Core OSE-EIS staff attended Office of Special Education Programs (OSEP) leadership meeting in Washington,DC
9	Core OSE-EIS planning team begins weekly meetings and begins selection of self-assessment participants
16, 23, 30	Core planning team meetings
June 2000	
6	Secure facilitators; identify staff involvement; contact project staff and data resource personnel
6, 13, 20, 27	Core planning team meetings
July 2000	
13, 14	Core staff attend OSEP continuous improvement monitoring technical assistance meeting in Salt Lake City, Utah
6, 11	Core planning team meetings
17, 18, 19	Self-Assessment Team meeting at Holiday Inn South, Lansing, Michigan
25	Core planning team meeting
August 2000	Identify resources for public meetings, student focus groups, and parent surveys
1, 8	Core planning team meetings
15, 16, 17	Self-Assessment Team meeting at Lansing Center, Lansing, Michigan
25	Core planning team meeting

September 2000

5, 12	Core planning team meetings
18, 19, 20	Self-Assessment Teams at Hilton, Novi, Michigan
26	Core planning team meeting

October 2000

3	Core planning team meeting
6	Public meetings: Battle Creek and Marquette
9	Public meetings: Gaylord and Traverse City
10	Core planning team meeting
12	Public meetings: Auburn Hills
13, 16	Public meetings: Grand Rapids
17	Core planning team meeting
17	Public meeting: Mt. Pleasant
19	Public meetings: Detroit
24, 25, 26	Steering Committee Meeting at Holiday Inn, Farmington, Michigan
30	Public meeting: Sault Ste. Marie
31	Core planning team meeting

November 2000

	Report development
7	Core planning team meeting
8, 9	Steering Committee Meeting at Lansing Center, Lansing, Michigan
30	Preliminary data received on student focus groups and parent surveys

December 2000

Report development; final document edits

January 2001

Report submitted to the Office of Special Education Programs

**Michigan Department of Education
Office of Special Education and Early Intervention Services**

**Office of Special Education Programs
Continuous Improvement Monitoring Process
July Agenda: Self-Assessment Teams
Lansing, Michigan**

July 17, 2000

8:00 a. m. - 8:30 a.m.	Registration/Breakfast
8:30 a.m.	Welcome, Orientation, and Preparation for: Facilitators Data Source Team Data Resource Team GLARRC Staff Members OSE/EIS Staff Members
11:00 a.m. - 12:00 p.m.	Welcome and Orientation Self-Assessment Teams
12:00 p.m. - 1:00 p.m.	Lunch
1:00 p.m. - 4:00 p.m.	Self-Assessment Teams

July 18, 2000

7:30 a.m. - 8:30 a.m.	Breakfast
8:30 a.m.	Self-Assessment Teams
12:00 p.m.	Working Lunch
4:00 p.m.	Self-Assessment Teams conclude
4:30 p.m. - 5:30 p.m.	Debrief Session

**Michigan Department of Education
Office of Special Education and Early Intervention Services**

**Office of Special Education Programs
Continuous Improvement Monitoring Process
August Agenda: Self-Assessment Teams
Lansing, Michigan**

August 15, 2000

8:30 a.m.	Registration/Breakfast
8:45 a.m.	Planning Time
9:00 a.m.	Orientation for New Participants
10:00 a.m.	Reflection and Preparation
11:00 a.m.	Self-Assessment Teams
12:00 noon	Lunch
1:00 p.m. - 4:00 p.m.	Self-Assessment Teams
4:00 p.m.	Debrief
4:00 p.m. - 6:00 p.m.	Reception

August 16, 2000

7:30 a.m. - 8:30 a.m.	Breakfast
8:30 a.m.	Self-Assessment Teams
12:00 noon	Lunch
1:00 p.m. - 4:00 p.m.	Self-Assessment Teams
4:00 p.m.	Debrief

August 17, 2000

8:00 a.m. - 9:00 a.m.	Breakfast
9:00 a.m.	Debrief and Planning
12:00 noon	Lunch
1:00 p.m.	End

**Michigan Department of Education
Office of Special Education and Early Intervention Services**

**Office of Special Education Programs
Continuous Improvement Monitoring Process
September Agenda: Self-Assessment Teams
Novi, Michigan**

September 18, 2000

8:00 a.m. - 9:00 a.m.	Registration/Breakfast
9:00 a.m. - 9:30 a.m.	General Session
9:30 a.m. - 12:00 noon	Self-Assessment Teams
12:00 noon	Lunch
1:00 p.m. - 4:00 p.m.	Self-Assessment Teams

September 19, 2000

7:30 a.m. - 8:30 a.m.	Breakfast
8:30 a.m. - 4:00 p.m.	Self-Assessment Teams
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 3:30 p.m.	General Session
3:30 p.m. - 4:00 p.m.	Closure

**September 20, 2000
Agenda for Staff and Resource Personnel**

8:00 a.m. - 9:00 a.m.	Breakfast
9:00 a.m.	Debrief and Planning
12:00 noon - 1:00 p.m.	Lunch

**Michigan Department of Education
Office of Special Education and Early Intervention Services**

**Office of Special Education Programs
Continuous Improvement Monitoring Process
October Agenda: Steering Committee
Farmington, Michigan**

October 24, 2000

8:00 a.m. - 9:00 a.m.	Breakfast
9:00 a.m. - 10:00 a.m.	Welcome and Introductions
10:00 a.m. 12:00 noon	Review Self-Assessment Team Work
12:00 noon	Lunch
1:00 p.m. - 2:30 p.m.	Data Presentation: Public Meetings
2:30 p.m. - 2:45 p.m.	Break
2:45 p.m. - 4:30 p.m.	Data Presentations: Parent Survey, Disproportionality, Follow-up Pilot

October 25, 2000

8:00 a.m. - 8:30 a.m.	Breakfast
8:30 a.m. - 9:00 a.m.	Review of Outcomes and Purpose of Day
0:00 a.m. - 12:00 noon	Data Presentations: Student Focus Group, Staff Validation Process, Quality Assurance Review
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 3:00 p.m.	Combining and Condensing Improvement Strategies
3:00 p.m. - 4:00 p.m.	Report Out

October 26, 2000

8:00 a.m. - 8:30 a.m.	Breakfast
8:30 a.m. - 9:00 a.m.	Review Process and Outcomes for the Day
9:00 a.m. - 12:00 noon	Putting Improvement Strategies into a Framework
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Evaluation; Debrief; Plan November Agenda

**Michigan Department of Education
Office of Special Education and Early Intervention Services**

**Office of Special Education Programs
Continuous Improvement Monitoring Process
November Agenda: Steering Committee
Lansing, Michigan**

November 8, 2000

8:30 a.m. - 9:30 a.m.	Breakfast
9:30 a.m. - 10:00 a.m.	Introductions
10:00 a.m. - 11:00 a.m.	Component Strengths and Rating
11:00 a.m. - 12:00 noon	Presentations of Ratings and Identification of Strengths for Each Component
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 3:30 p.m.	Continue Presentations Discussion of Results for both Part B and Part C
3:30 p.m. - 4:00 p.m.	Preparation for Conference Call U.S. Department of Education OSEP Representatives

November 9, 2000

7:30 a.m. - 8:30 a.m.	Breakfast
8:30 a.m. - 9:30 a.m.	Preschool Information Presentation
9:30 a.m. - 10:30 a.m.	GLARRC Evaluation Results Presentation and Discussion
10:30 a.m. - 11:00 a.m.	Break/Check Out
11:00 a.m. - 12:00 noon	U.S. Department of Education OSEP Conference Call
12:00 noon	Lunch
1:00 p.m. - 2:00 p.m.	Review Plans for Self-Assessment Document
2:00 p.m. - 3:00 p.m.	Steering Committee Debrief and Plan for April Meeting
3:00 p.m.	End

**Michigan Department of Education
Office of Special Education and Early Intervention Services**

**Office of Special Education Programs
Continuous Improvement Monitoring Process
Self-Assessment
Data Sources**

Addressing Unique Educational Needs (1996)
Adjusted Michigan Monitoring Model (1999)
Alternate Assessment Project description (2000)
Autism/State Board of Education Grants Criteria (2000)
Auxiliary Services Act (1977)
Bureau of Labor Statistics - State and Area Employment, Hours, and Earnings (1982-1999)
Center for Educational Networking - Newslines training calendars (1999-2000)
Center for the Future of Children (1996)
Citizens Alliance to Uphold Special Education
Community Mental Health - Infant Mental Health, Family Support Services, Developmentally
Delayed Services, Children's Hourly Inhome Services, Substance Abuse Services, and Waivers
Comprehensive Parent Services System (2000)
Continuous Improvement Monitoring Self-Assessment (2000)
Developmental Disabilities Institute, Wayne State University (1997)
Disproportionality in Special Education in Michigan (2000)
Dispute Resolution Project
Early On® Complaint Resolution Process (1999-2000)
Early On Data, Information and Reporting/EETRK (1992-1999)
Early On Evaluation Project - Family Survey (1994-2000)
Early On Evaluation Project - Local Implementation Survey (1994-2000)
Early On Evaluation Project - Service Coordinator Survey (2000)
Early On Evaluation Project - Site Visit Interview Data (1998)
Early On Family Information Exchange Project (2000)
Early On Implementation Inventory Database (2000)
Early On Interagency Partners Annual Reports (1993-1999)
Early On Michigan; Guidelines for Financial Support of Family Participation (1994)
Early On Michigan Standards of Practice for Transition Practices (1995)
Early On Parent Leadership Program (1997-2000)
Early On Personnel Development System (1997-2000)
Early On Public Awareness and Project Find Materials (1994-2000)
Early On Public Awareness, Information and Referral (2000)
Early On Site Visit Report (1998)
Early On State Interagency Coordinating Council (2000)
Early On System Review (1997-1999)
Entry Level Standards for Teachers, Michigan Department of Education (1998)
Focus groups of Michigan Part B students (2000)

Growth for Families Bi-Annual Conference Agenda (1999)
 Hearing Officer training (2000)
 Individuals with Disabilities Education Act 1997 training (1998-2000)
 Interim Michigan Monitoring Model (1998)
 Intermediate School District Plan Criteria (2000)
 Kids Count in Michigan (1999)
 Local Capacity Building Grants
 Local *Early On* Annual Reports (1999; 2000)
 Local *Early On* Contract Application - Sections A and B (2000)
 Local *Early On* Implementation Inventory (2000)
 Local Interagency Coordinating Councils membership
 Local Memoranda of Understanding for *Early On* (2000)
 Michigan Assistive Technology Resource (2000)
 Michigan Council for Exceptional Children (1999-2000)
 Michigan Council on Career and Technical Preparation
 Michigan Curriculum Framework/Content Standards (1996)
 Michigan Department of Community Health Behavioral Health Plan (1998-2000)
 Michigan Department of Corrections Plan (1998)
 Michigan Department of Education contract with TransACT Communications, Inc.
 Michigan Department of Education Individualized Education Program Team Manual (1999)
 Michigan Department of Education - Individuals with Disabilities Education Act Grant Criteria (2000-2001)
 Michigan Department of Education - Office of Special Education and Early Intervention Services memoranda
 Michigan Department of Education - Professional Preparation (1999)
 Michigan Department of Education - Program Fiscal Reviews
 Michigan Department of Education special education monitoring summaries (1998-1999; 1999-2000)
 Michigan Department of Education - Survey Report/Placement and Funding (1998)
 Michigan Education Assessment Program (1999)
 Michigan Family Independence Agency Plan (1998-1999 through 2000-2001)
 Michigan Gun-Free Schools Act Data (1998-1999)
 Michigan Monitoring Model (1998-1999; 1999-2000)
 Michigan Monitoring Standards for Special Education (2000)
 Michigan Revised Administrative Rules for Special Education (1997)
 Michigan School for the Blind Policy and Procedure document (1998)
 Michigan School for the Deaf Operational Procedures draft (2000)
 Michigan School Report (1992-1999)
 Michigan State Board of Education documents (1997-2000)
 Michigan Youth Leadership Forum (2000)
 Monitoring Data (1999-2000)
 Monitoring Schedule (1999-2000)
 Monitoring Standards for Special Education (2000)
 National Association of Social Workers standards (1992)
 National Association of State Directors of Special Education satellite conference list (1999-2000)
 National Association of State Directors of Teacher Education and Certification Interstate Contract Status Report (1999)
 National College Accreditation of Teacher Education accredited universities (2000)

Office of Civil Rights
 Office of Special Education and Early Intervention Services personnel development system mini-grants and support for conferences (2000)
 Office of Special Education Programs Review (1993)
 Part B Performance Report (1999)
 Part C Annual Performance Report (1999)
 Part H Interagency Agreement of Eligible Infants and Toddlers and their Families (1993)
 Positive Behavior Support for all Michigan Students: Creating Environments that Assure Learning (2000)
 Positive Behavior Support Training Agendas (2000)
 Preliminary Michigan Monitoring Model (2000)
 Project ACCESS (2000)
 Public Health Services - Lead Screening, Locally Delivered Services, Birth Defects Registry, and Children's Special Health Care Services
 Quality Assurance Review model (2000)
 Revised Monitoring Standards for Special Education (1997-2000)
 Revised School Code
 Single Record Student Data Basics (2000)
 Special Education Advisory Committee membership (2000)
 Special education complaints (1998-1999; 1999-2000)
 Special education "systemic issues" corrective action reports (2000)
 Special Education December 1 count (1992-1999)
 Special education emergency/temporary approvals (1999)
 Special education waivers (1999)
 State Board of Education Goals for Special Education
 State Improvement Plan/State Improvement Grant (1998-2000)
 State Interagency Coordinating Council (2000)
 Statewide Parent Advisory Committee (2000)
 Statewide Parent Survey (2000)
 Teacher Certification Update (2000)
 Time lines: Due process hearings and complaint investigations (1999-2000)
 Transition Services Project (2000)
 U.S. Census Bureau Disability Employment (1994-1995)
 U.S. Department of Education - 21st Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (1999)
 "Watch Me Grow" calendar - Michigan State University Cooperative Extension (2000)

Appendix D

Fall 2000 Public Meeting Responses

Summary

Part of the
U.S. Department of Education's
Continuous Improvement Monitoring Process

January 2001

Prepared by
Public Sector Consultants, Inc.

Prepared for
Michigan Department of Education
Office of Special Education and Early
Intervention Services

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Introduction

Public Sector Consultants, Inc. (PSC), a Lansing-based policy research firm, was contracted by the Michigan Department of Education (MDE) to conduct a series of public meetings on services for children and youth with disabilities from birth through age 25 for stakeholders around the state. These meetings were part of the information-gathering efforts of Michigan's current special education and early intervention systems continuous improvement monitoring process, which is required by the U.S. Department of Education Office of Special Education Programs.¹

As part of the contract, PSC

- developed, produced, and mailed a cover letter and meeting invitation to more than 30,000 individuals, providers, and advocacy organizations in Michigan;
- provided electronic copies of the invitation to the MDE for placement on the MDE Web site, posting to 11 MDE e-mail listservs, and inclusion in MDE and organization newsletters;
- identified and rented appropriate meeting facilities at nine locations around the state and arranged for ASL interpreters at each site, in consultation with the MDE;
- arranged all logistics for the meetings (with the exception of plane flights for staff to three meetings, which were arranged by MDE staff);
- processed RSVPs for each of the meetings by telephone, mail, e-mail, fax, and the Web;
- conducted breakout meetings of 20–30 stakeholders;²
- provided a facilitator and recorder for each of the breakout meetings;³ and
- reviewed all responses from the meetings looking for trends, gaps, and major findings to produce this final report.

¹ The meetings followed the format and content outlined in the publication, *Requirements for Conducting Public Meetings for the U.S. Department of Education Office of Special Education Programs: Continuous Improvement Monitoring Process*.

² The only exception to this participant count per room was in Detroit, where—due to higher than expected attendance and the lack of additional space at the facility—two meetings were held with 40–50 participants.

³ The only exception to this facilitator/recorder team structure was in Gaylord, where one PSC staffer both facilitated and recorded the combined Part B/Part C meeting, which had five participants.

The public meeting process consisted of twelve meetings at nine locations around the state. Eight locations—comprising eleven meetings—were advertised as part of the original announcement. Following this mailing, a special request for an additional meeting (in Sault Ste. Marie) was received, and MDE staff directed PSC to include a special meeting to allow for additional input. Meetings were held at the following locations:

City	Date	Time	RSVPs	Attendance
• Marquette	Friday, October 6	10 A.M. to noon	54	38
• Battle Creek	Friday, October 6	10 A.M. to noon	58	57
• Gaylord	Monday, October 9	10 A.M. to noon	92	68
• Traverse City	Monday, October 9	6 to 8 P.M.	50	25
• Auburn Hills	Thursday, October 12	10 A.M. to noon and 6 to 8 P.M.	278	193
• Grand Rapids	Friday, October 13	10 A.M. to noon and		
	Monday, October 16	6 to 8 P.M.	196	156
• Mt. Pleasant	Tuesday, October 17	6 to 8 P.M.	105	78
• Detroit	Thursday, October 19	10 A.M. to noon and 6 to 8 P.M.	335	217
• Sault Ste. Marie	Monday, October 30	6:30 to 8:30 P.M.	16	19

See exhibits 1–10, following this section, for additional attendance details.

In addition to the regional meetings, PSC accepted written comments from participants who (1) did not feel comfortable addressing a specific issue in a group setting, (2) had additional comments in a subject area after the group had moved on to another, or (3) knew of others who wanted to attend the meetings but could not. PSC provided postage-paid, business-sized reply envelopes with PSC's mailing address to facilitators, who distributed the envelopes on request in each session at each location. In addition, PSC staff mailed several envelopes to callers who indicated they could not attend the meetings but wanted to offer comments.

Following this summary report is the PSC Facilitators' Guide, developed to assist PSC staff in (1) explaining to participants the purpose, process, and ground rules for the meetings and (2) prompting participants to answer the federally prescribed questions.

In preparing this report, PSC reviewed 458 pages of notes from the nine meeting locations as well as 66 sets of written comments totaling 123 pages. To help readers understand the information gathered from the regional meetings and written comments, each federally required question will be stated, followed by a review of the major themes PSC culled in reviewing the meeting minutes. By presenting paraphrased concerns, direct quotes, and debriefing notes offered by on-site PSC staff, PSC hopes to inform readers of the range of opinions received as part of the public meeting process.

Exhibit 1
Attendance: All Meetings, 2000

	Meeting Re: Part C Only	Meeting Re: Part B Only	Meeting Re: Both Parts C and B		Total
	Number Attending	Number Attending	Number Attending	Did Not Specify	Number Attending
Parents/guardians	32	228	26	11	297
Service providers/teachers	90	181	30	6	307
Administrators	27	80	11	3	121
Other	36	62	23	12	133
TOTAL	185	551	90	32	858

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Exhibit 2A
Auburn Hills, 10 A.M. to Noon, October 12, 2000

	Meeting Re: Part C Only	Meeting Re: Part B Only	Meeting Re: Both Parts C and B		Total
	Number Attending	Number Attending	Number Attending	Did Not Specify	Number Attending
Parents/guardians	4	32	1	0	37
Service providers/teachers	11	30	6	2	49
Administrators	3	9	5	1	18
Other	8	8	4	4	24
TOTAL	26	79	16	7	128

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Exhibit 2B
Auburn Hills, 6 to 8 P.M., October 12, 2000

	Meeting Re: Part C Only	Meeting Re: Part B Only	Meeting Re: Both Parts C and B		TOTAL
	Number Attending	Number Attending	Number Attending	Did Not Specify	Number Attending
Parents/guardians	0	34	1	2	37
Service providers/teachers	8	14	6	0	28
Administrators	0	4	0	0	4
Other	2	4	3	1	10
TOTAL	10	56	10	3	79

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Exhibit 3
Battle Creek, 10 A.M. to Noon, October 6, 2000

	<u>Meeting Re: Part C Only</u>	<u>Meeting Re: Part B Only</u>	<u>Meeting Re: Both Parts C and B</u>		<u>TOTAL</u>
	<u>Number Attending</u>	<u>Number Attending</u>	<u>Number Attending</u>	<u>Did Not Specify</u>	<u>Number Attending</u>
Parents/guardians	1	7	1	0	9
Service providers/teachers	5	15	3	2	25
Administrators	3	6	0	1	10
Other	3	8	1	1	13
TOTAL	12	36	5	4	57

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Exhibit 4A
Detroit, 10 A.M. to Noon, October 19, 2000

	<u>Meeting Re: Part C Only</u>	<u>Meeting Re: Part B Only</u>	<u>Meeting Re: Both Parts C and B</u>		<u>TOTAL</u>
	<u>Number Attending</u>	<u>Number Attending</u>	<u>Number Attending</u>	<u>Did Not Specify</u>	<u>Number Attending</u>
Parents/guardians	4	38	6	0	48
Service providers/teachers	21	31	5	0	57
Administrators	2	13	2	0	17
Other	8	12	5	1	26
TOTAL	35	94	18	1	148

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Exhibit 4B
Detroit, 6 to 8 P.M., October 19, 2000

	<u>Meeting Re: Part C Only</u>	<u>Meeting Re: Part B Only</u>	<u>Meeting Re: Both Parts C and B</u>		<u>TOTAL</u>
	<u>Number Attending</u>	<u>Number Attending</u>	<u>Number Attending</u>	<u>Did Not Specify</u>	<u>Number Attending</u>
Parents/guardians	2	22	0	0	24
Service providers/teachers	7	20	0	0	27
Administrators	3	1	0	0	4
Other	5	10	0	0	15
TOTAL	17	53	0	0	70

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Exhibit 5
Gaylord, 10 A.M. to Noon, October 9, 2000

	Meeting Re: Part C Only	Meeting Re: Part B Only	Meeting Re: Both Parts C and B		TOTAL
	Number Attending	Number Attending	Number Attending	Did Not Specify	Number Attending
Parents/guardians	4	12	3	0	19
Service providers/teachers	11	17	0	0	28
Administrators	2	14	1	0	17
Other	3	2	1	2	8
TOTAL	20	45	5	2	72

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Exhibit 6A
Grand Rapids, 10 A.M. to Noon, October 13, 2000

	Meeting Re: Part C Only	Meeting Re: Part B Only	Meeting Re: Both Parts C and B		TOTAL
	Number Attending	Number Attending	Number Attending	Did Not Specify	Number Attending
Parents/guardians	3	26	2	0	31
Service providers/teachers	8	16	2	0	26
Administrators	6	11	0	0	17
Other	2	2	2	0	6
TOTAL	19	55	6	0	80

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Exhibit 6B
Grand Rapids, 6 to 8 P.M., October 16, 2000

	Meeting Re: Part C Only	Meeting Re: Part B Only	Meeting Re: Both Parts C and B		TOTAL
	Number Attending	Number Attending	Number Attending	Did Not Specify	Number Attending
Parents/guardians	2	23	9	0	34
Service providers/teachers	2	6	8	0	16
Administrators	1	2	3	0	6
Other	0	3	4	0	7
TOTAL	5	34	24	0	63

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Exhibit 7
Marquette, 10 A.M. to Noon, October 6, 2000

	Meeting Re: Part C Only	Meeting Re: Part B Only	Meeting Re: Both Parts C and B		TOTAL
	Number Attending	Number Attending	Number Attending	Did Not Specify	Number Attending
Parents/guardians	3	6	0	0	9
Service providers/teachers	1	4	0	2	7
Administrators	1	8	0	1	10
Other	2	9	2	1	14
TOTAL	7	27	2	4	40

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Exhibit 8
Mt. Pleasant, 6 to 8 P.M., October 17, 2000

	Meeting Re: Part C Only	Meeting Re: Part B Only	Meeting Re: Both Parts C and B		TOTAL
	Number Attending	Number Attending	Number Attending	Did Not Specify	Number Attending
Parents/guardians	6	27	0	0	33
Service providers/teachers	9	20	0	0	29
Administrators	4	9	0	0	13
Other	2	3	0	0	5
TOTAL	21	59	0	0	80

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Exhibit 9
Traverse City, 6 to 8 P.M., October 9, 2000

	Meeting Re: Part C Only	Meeting Re: Part B Only	Meeting Re: Both Parts C and B		TOTAL
	Number Attending	Number Attending	Number Attending	Did Not Specify	Number Attending
Parents/guardians	3	1	0	1	5
Service providers/teachers	7	8	0	0	15
Administrators	1	3	0	0	4
Other	0	1	0	0	1
TOTAL	11	13	0	1	25

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Exhibit 10
Sault Ste. Marie, 6:30 to 8:30 P.M., October 30, 2000

	<u>Meeting Re: Part C Only</u>	<u>Meeting Re: Part B Only</u>	<u>Meeting Re: Both Parts C and B</u>		<u>TOTAL</u>
	Number Attending	Number Attending	Number Attending	Did Not Specify	Number Attending
Parents/guardians	0	0	11	0	11
Service providers/teachers	0	0	0	0	0
Administrators	0	0	1	0	1
Other	0	0	4	0	4
TOTAL	0	0	16	0	16

SOURCE: MDE Public Meeting Report, Public Sector Consultants, Inc.

Major Findings

Based on a review of the meeting notes and debriefing sessions with the facilitator/recorder pairs, PSC has identified several consistent themes from each of the meeting sites and sessions. First, **there is a substantial need for all stakeholders to be trained, as the lack of information and its dissemination are major concerns statewide.** Nearly all participants emphasized the need to improve training for parents, teachers, administrators, and other service providers. Parents most often asked for thorough training about parental rights, processes to access available services, how to be an effective advocate for their child, and opportunities for school involvement. Many general-education teachers expressed the desire for more training on incorporating students with disabilities into their classrooms. Special education teachers stressed the need for additional training for themselves but also for aides and administrators who work in concert with the teacher. Finally, nearly all participants agreed that service providers—especially general practice physicians—need intensive training on available *Early On*⁴ and special education services and referral methods.

The training component most requested—regardless of the target audience—is information dissemination. In all of the meetings, participants stressed that there is a lack of consistent information regarding *Early On* and special education programs and services available to parents from doctors, school administrators, and teachers. All stakeholders report often being confused relative to what services are available, which agency is responsible to deliver specific services in different intermediate school districts, and how to access both the *Early On* and special education programs and services. When uninformed stakeholders interact within the *Early On* and special education systems, the result is widely varying programs and experiences across the state. In the words of one participant, services too often “try to provide wraparound blankets for [students] that end up being lace tablecloths. There are some places where there is great beauty, but there are a lot of gaps and lack of coverage, too.”

Exacerbating the concern when services are not provided is the second common theme: Meeting participants—especially parents—say **there is a system-wide lack of accountability/oversight.** Parents asked for the state to provide a stronger enforcement system. Parents perceive that the MDE’s “watchdog” function depends too much on parents filing complaints and not enough on routine monitoring. Parents want the local school districts to be aware that someone is watching them other than the parent. While this request was heard in both Part B/special education and Part C/Early On sessions, the theme was especially present in the latter, given the collaborative, multi-agency basis for delivering services to families. For some parents, the collaborative nature of Part C/Early On services is confusing—let alone getting the collaborative bodies to interact in a consistent way across intermediate school districts (ISDs) and counties. The multi-agency funding stream in Part C/Early On is a substantial challenge for parents to navigate.

⁴ *Early On* is a trademark name registered by the Michigan Department of Education.

The third common theme is that **Michigan needs to create a more effective support system for parents of children with disabilities.** Parents of children with disabilities report being under much greater stress than are parents of children without disabilities—the former often endure emotional, physical, and financial hardships in aiding their children. Many parents reported that the level of school involvement, time spent advocating for their child’s services, and numerous meetings require almost a full-time commitment. Often, parents are frustrated, upset, and impatient. They may feel deserted by service providers, school officials, and sometimes family and friends. Participants believe that a system for emotional support of parents is absolutely critical. Parent mentors, support groups, and information about support systems are beneficial for survival, motivation, and communication.

Part of the support system needed is a group of parents who have “been there and done that,” **to help other parents understand all of the “little things” that make the special education and early intervention systems work as well as they do in some districts.** Parents, service providers, and teachers alike cited the environment in a given school and the degree of parent advocacy as two factors that positively—and greatly—affect parent-teacher-student relationships. Teachers and parents both stated that creating a positive attitude among local school administrators is a major component in a student receiving services with as few hassles as possible. In addition, parents report feeling that they need to engage in intense advocacy work on behalf of their child/children. They feel they are most successful when they are active, diligent, and engaged in seeking services for their children. Clearly, parents with time, energy, and curiosity are the most involved. Many of the comments in the sessions began, “I didn’t know what I supposed to do, so I asked around until I found someone who did.”

This latter point about parent involvement leads to an interesting corollary. **By conducting these public meetings, the Michigan Department of Education gave participants an opportunity to gather information and learn to be more informed advocates.** In addition to gathering input from a range of stakeholders about the *Early On* and special education systems in Michigan, the meetings were a fertile source of information for parents. Participants came to the meetings to participate as well as to listen and learn about services and programs offered in other locations. Indeed, in several meetings, many parents introduced themselves by saying, “I’m just here to listen and learn.” In each meeting location, there was extensive information exchanged in side discussions during and after the formal meetings, and many follow-up conversations were held in the halls outside the meeting rooms.

Finally, while a parent-friendly school environment and involved parents help to make the special education and early intervention systems work, participants reported that **sizable service gaps exist for children aged 3–5 and also for youth who have reached age 18.** In the case of the former, the end of the family-friendly *Early On* system at age 3—prior to the child’s beginning kindergarten at age 5—leaves many parents feeling abandoned both by their providers and the special education and early intervention systems in general. Similarly, parents of youth who reach 18 years of age often

report struggling to balance the desire for their child to graduate from high school against the termination of needed services upon graduation.

PART C

Services for Birth through Age Two

Part C contains information on early intervention services, known in Michigan as the *Early On* system. Included are services for infants and toddlers from birth through age two and their families. Participants in Part C groups were asked by the U.S. Department of Education to respond to the following five questions:

1. Are there any barriers to the process of referring infants and toddlers to the Early Intervention⁵ system, or in obtaining evaluations? Do all infants and toddlers with disabilities and their families receive all the services they need? Where do children receive their services (community settings, day care, homes, libraries)?
2. How are families included and supported in the process of development of the Individualized Family Support Program (IFSP) in making decisions about their child's services? What family support services are available in your community?
3. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?
4. How is the state involved in assuring that appropriate services are provided to infants and toddlers with disabilities?

To assist the facilitators and the respondents with these questions, PSC—in conjunction with MDE staff—compiled a Facilitators' Guide that provides several questions for each of the federally required questions. A copy of the guide is provided at the end of this appendix.

KEY FINDINGS

In Part C, the primary concerns of meeting participants focused on

- _ barriers to services around the state;
- _ delayed services;

⁵ The material given to participants includes the federal questions, which abbreviate Early Intervention as EI. However, as several participants quickly observed, in Michigan the acronym EI commonly means “emotionally impaired.” In addition, in Michigan the *Early On* system is synonymous with the federally labeled Early Intervention system. Therefore, in this report, EI is used as the acronym for emotionally impaired, and *Early On* refers to Michigan's early-intervention system.

- _ insufficient funding;
- _ communication issues among service coordinators, providers, clients, referral agencies, and the state; and
- _ difficulties coordinating services, especially medical services.

QUESTION 1

Are there any barriers to the process of referring infants and toddlers to the Early Intervention system, or in obtaining evaluations?

In each meeting, participants easily and quickly identified barriers to the *Early On* system's referral process. Those cited most often included regional barriers; service delays; insufficient funding; lack of service coordination, especially with medical services; and lack of information or outreach issues.

Regional Barriers to the *Early On* System

One of the most often cited barriers to referring infants and toddlers to the *Early On* system involves geography—either the region of the state or the rural/urban nature of the community in which the respondent lived.

In the Upper Peninsula and northern lower Michigan, several respondents cited the shortage of pediatricians as a major barrier. Because general practice physicians often are not focused on issues of early child development, respondents believe general practice physicians sometimes overlook developmental problems. In addition, the turnover of workers providing *Early On* services in these rural areas is very high, and staff turnover and a general lack of “manpower” creates delays in conducting assessments.

Another concern often heard from participants in these rural areas could be called the “tyranny of location.” Many noted that it is difficult for *Early On* coordinators and service providers to meet and perform evaluations in rural districts, some of which are spread over as much as 500 miles. In some cases, such as Mackinac and Sugar islands, it takes providers a day just to get *to* children to provide services. In addition, clients in both rural and urban areas sometimes have no telephone or transportation.

Participants also reported daunting barriers unique to urban areas. For example, given the large number of children receiving services in urban areas and the resulting caseload per provider, paperwork demands often reduce the time that staff has to provide services. In addition, participants noted that the bureaucracy in organizations that provide services in urban areas often cannot assign staff fast enough to keep up with referrals and the resulting paperwork.

Delayed Services

Delays in medical services seem to be a pervasive concern. Parents and providers both mentioned that medical personnel often fail to identify developmental problems correctly, and this delays getting needed assistance to the child at a critical stage of his/her development. In several meetings, participants reported that physicians often seem reluctant to make a diagnosis or refer the child to a specialist for a diagnosis, opting instead for the “wait six months and see if the condition resolves itself developmentally” approach. At the same time, many parents are not ready to hear that their child has a problem. Therefore, when a doctor fails to diagnose a medical condition, the parent may accept the opinion with great relief, but, as a result, referrals and evaluations are not made, and coordinated services are not provided. Education and outreach is needed to train physicians to better recognize developmental problems.

Since *Early On* services target children only through age two, participants reported that an expeditious assessment to identify children who would benefit from an *Early On* referral, evaluation, and possibly continuing services is essential. Many participants reported that *Early On* services often do not begin until one or two years⁶ after a parent first contacts the *Early On* system. As a result, they say, crucial time for early intervention often is missed. Participants believe that the reasons for these service delays are primarily the lack of appropriate staffing to conduct evaluation, service coordination problems, and—once again—staff turnover. Several participants mentioned that new caseworkers starting at a local Family Independence Agency (FIA) county office may delay referrals for three to six months, as the new FIA staff member is trained and begins casework.

To compound the problem, parents and providers alike reported that managed care has not been helpful in providing services for children with special needs. As a result, a child may go months without receiving needed therapy, and developmental problems may become more difficult to treat when services are delayed. Managed care often will cover medically fragile referrals but not others, which creates stress on providers and families. Parents feel powerless to force the managed care system to provide these services, usually because they believe the managed care system refuses, delays, restricts, or eliminates services to a child because the system believes the responsibility for providing services to the child belongs to the *Early On*/special-education systems. From the perspective of the managed care organization, the child is “someone else’s problem”.

Insufficient Funding

Insufficient funding is another barrier in the *Early On* system. Many participants from rural areas believe that services offered in small or rural communities are particularly underfunded, especially in relation to the amount of geographic area covered by each provider. Participants in urban areas emphasized the lack of funding as a barrier as well; however, they cited the higher caseload per provider or the extent of bureaucracy as evidence that too much money is going to supporting organizations rather than to providing services to children. In short, rural participants reported that

⁶ This delay likely includes time prior to the parents’ first official contact with the *Early On* system.

funding deficiencies are barriers for reasons unique to rural areas, and urban participants reported the same for reasons unique to urban areas.

Participants named managed care and changes in state departments as forces that have eliminated or reduced funding for referrals and evaluations. One participant remarked that while the referral process has improved over the years—which is wonderful—the available services “are being maxed out with the dollars that are available now.” A number of participants agreed that resources available at all levels of the *Early On* system are effectively decreasing: funding is remaining constant while at the same time the number of referrals is increasing.

As further evidence of insufficient funding, many parents cited a decrease in the time that providers spend with families and children. Parents complained that the time that staff has to work with them is very limited due to paperwork and other bureaucratic responsibilities. Parents believe that for financial reasons, the number of providers has not increased at the same rate as the number of demands on existing providers.

Insufficient Service Coordination

Service coordinators are the *Early On* system’s resource people who facilitate the connection between families and the services for which children in the system are eligible. Parents reported that service coordinators are essential in making the *Early On* system family centered, and parents and coordinators alike recognized that the work is time-consuming, requiring coordinators to invest substantial legwork in building relationships with families. Many providers observed that service coordinators are very busy and often work only part time. Providers also observed that there simply are not enough staff members to do this job. Similarly, parents complained that the busy schedules of service coordinators affect the efficiency of services. Several parents said that when communicating with a service coordinator, it is clear that s/he does not remember the details of their situation and cannot respond in a timely manner.

A statement frequently heard from providers is that there are not enough staff members to coordinate services for families effectively, and that, often, service coordinators are part-time employees and very busy. Moreover, participants reported that from agency to agency—the FIA, ISDs, and Community Mental Health all provide staff that handle both assessments and service coordination—there is inconsistency in staff schedules and qualification/certification, and this makes service coordination all the more difficult. Many providers believe that creating a standardized intake process and referral form for both Medicaid and the Part C *Early On* system could help to solve some of these service coordination problems—parents would complete one comprehensive form that would be used to determine eligibility for both.

Participants also reported that the communication between hospitals is sometimes poor when treating children with special needs. For example, one participant offered the following narrative: Sometimes a child born in the Upper Peninsula with a medical condition is sent to a hospital in southeast

Michigan, which necessitates a relationship between the downstate and the UP hospitals. There is a need to immediately start the evaluation process in the child's home area, but there is no system in place to connect UP hospitals to the hospitals in the rest of the state. Once in a while, the downstate hospital will contact the local hospital, but usually the child has to wait until s/he gets back home to initiate or resume the *Early On* system's referral process. While this example refers to a failure of services provided across a large geographic area, other participants mentioned similar communication problems among hospitals and providers in adjacent counties, indicating that this is not strictly a regional issue.

Regardless of the region, medical professionals and parents both wish for a system wherein the hospitals make a call to refer the child to *Early On* and other services in the child's home area while that child is still in the hospital. In addition, participants mentioned that it would be useful if the hospital could inform parents of available services and options for help.

Communication and Outreach Issues

The lack of comprehensive information and outreach also impedes referrals and evaluations. Many parents asked for more useful information about potential program referrals, evaluations, and outreach programs, adding that this information should be provided at the appropriate time. For example, many parents and providers stated that the initial diagnosis that a child has special needs often sends parents into shock, and providing parents with too much information at this time is not useful. Therefore, *Early On* service providers and staff need to strike a balance between giving parents the information they need immediately and waiting to provide additional information as they become ready to process and respond to it.

A second common concern is that physicians lack the information they need to make effective referrals. According to parents, many physicians have not fully accepted the *Early On* system as effective, do not know about the system, or prefer to "wait and see" if a child's condition resolves "developmentally" during the next several months. In several meetings, parents further reported that when physicians finally do conclude that *Early On* services are needed, they automatically refer parents and families to the school system. Subsequently, the school system tells parents that the school does not participate in *Early On* services in that region. Complicating matters further, school districts in turn often fail to refer families back to the *Early On* system. Even when physicians make the proper diagnosis, there appears to be great confusion about where they should refer the child/family.

Few participants at any of the meetings seemed to understand clearly the differences between the *Early On* and Early Intervention systems. Many participants did not know how the *Early On* system functions, and this contributes greatly to the sense of confusion mentioned previously. To Public Sector Consultants (PSC) facilitators, there appears to be a common perception that Early Intervention services are for special education and early intervention-eligible children, while *Early On* services are for children who are not eligible for special education. According to the MDE, this is

not the case—in Michigan, both Early Intervention and *Early On* programs fall under the *Early On* system’s umbrella.

On a positive note, service coordinators appear to be doing a good job of providing information to parents. In several meetings, parents reported that coordinators provide valuable personal contact for families. Parents who have received this kind of service appreciated the personalized initial outreach, reporting that it helped them to get over the shock of the diagnosis and begin to process the necessary information.

QUESTION 2

Do all infants and toddlers with disabilities and their families receive all the services they need? Where do children receive their services (community settings, day care, homes, libraries)?

When we reached this question in the meetings, many participants became confused. The general response in many of the meetings was, “Didn’t we just answer this, in question 1?” The follow-up questions did elicit some additional information in response to this question, but in PSC’s estimation, most of the responses were variations on answers to the first question.

It should be noted that many respondents answered this question with “No.” One of the most common refrains—whether the meeting was addressing Part B or Part C services—was that the more active the parent/guardian is in securing services, the more services that will be provided to the child. Many participants, regardless of stakeholder affiliation, believe that all parents could vastly improve their child’s services by becoming more informed about the availability of and requirements for receiving services.

District-to-District Variation

For many participants, however, the variation in services and/or processes is much more finely drawn; at nearly every meeting, parents and providers both mentioned the sometimes immense differences between—or even within—ISDs. When asked how well the *Early On* system referrals were working, one respondent retorted, “Tell me what district you are in.” Parents noted that services often are provided on the basis of what is available in a given community or school district rather than on what a child needs. The sentiment that “geography is destiny” was stated frequently. On numerous occasions, parents and/or providers would mention that they knew of families that would move from one school district to another in search of services. In the words of one parent,

The inequality of services [is a barrier]. We lived in [county A] and had to move to [county B] to get inclusive service for our daughter, and that’s within the [same] ISD. Even now I’m hearing that families in [city A] can get it and families in [city B] cannot. So there’s a real inequality of services that is appalling.

Interestingly, many participants recognize that the service variations result from the flexibility of the Michigan system, which allows local districts to tailor programs to local needs. Several participants accurately noted that while this system does indeed allow for a substantial and sometimes useful degree of variation at the local level, it also creates a consistency problem around the state. As the quotation above illustrates, families who receive a service in one county often are shocked to learn that when they move into another county, they are not eligible for the service, the service is not offered, or the way in which the service is offered is radically different.

Lack of Coordination

Once again, coordination of services was cited as a major reason that some infants and toddlers with disabilities are not receiving the services they need. Coordination problems among families, physicians, nurses, insurance companies, managed care organizations, the county's lead *Early On* agency, supporting *Early On* agencies in the county, HeadStart, Medicaid, and the *Early On* system in general were all named on a near equal basis. Participants reported feeling powerless to do anything when agencies or providers refuse to cooperate with supporting agencies in the *Early On* system environment.

Based on participant comments, two broad points may be made here. First, the *Early On* system presumes that there is a cooperative *system*. Changes in one part of the system affect the system as a whole. From the parents' perspective, therefore, if one agency is not cooperating with the lead agency or a provider of their child's services, the whole *system* is not working.⁷ Second, the *Early On* system presumes an expansive agency role at a time when—across Michigan government—the focus of the participating agencies is increasingly narrow. Several participants spoke highly of *Early On* system as it was when first introduced and focused on *coordinating* services on behalf of families. Today, however, these participants believe that the *Early On* system has shifted to being a service *provider* and that its effectiveness has suffered as a result. Several respondents—primarily providers—noted that the result is that the *Early On* system is beginning to look a lot like the special education system (i.e., the system is becoming more rigid and more focused on paperwork than on delivering assistance).

Mentoring

A discussion of mentoring or providing parents with support and information occurred in response to this question as well. In several cases, participants noted that support groups are better at informing parents about services than is any brochure or program. Participants feel that other parents, who understand better the emotional and pragmatic issues that must be faced at the time of diagnosis, are able to communicate more effectively with the parents of newly diagnosed children.

⁷ From the state's perspective, a case could be made that the uncooperative agency is what is “not working,” as opposed to the *Early On* system as a whole.

Relationships and Trust

Many participants (providers and parents) noted that the number of barriers and the degree to which these barriers affect services often depend on the quality of the relationship and trust established between providers and families. For example, several parents claimed that medical professionals sometimes rely solely on their medical expertise/authority to select medically prescribed services such as physical or occupational therapy and promote *Early On* services, regardless of what parents may want or what may be more appropriate for the child. Conversely, several providers noted that they could perform more effectively if parents better respected their professional opinion and allowed them more flexibility.

There also is tension between parents and providers regarding the location of service. Several participants mentioned that parents often request that services be provided at home or in another community setting. However, according to providers, the requested setting is not always safe for providers, does not always have the necessary equipment, and providing the services there may not be as cost effective providing them at an appropriate facility.

QUESTION 3

How are families included and supported in the process of development of the IFSP and in making decisions about their child's services? What family support services are available in your community?

Regional Issues

In some areas, families reported being intimately involved in the IFSP. Service providers meet with the families—usually in their homes—to determine the needs of the families and children. According to one parent,

Parents are viewed as partners. Our program is parent driven. Parent concerns are addressed first, and there is a drive to have parent leadership training. It has been made available to me. [My county] really has a good thing going. It can't work if your parents are not partners. The collaboration of the agencies, their willingness to share information and listen to what parents need is critical. Listening allows agencies to provide what you feel you need and not what they feel you need but you don't want.

However, the degree that parents are included and supported in the IFSP process varies by region. One urban parent compared the experience of parents trying to complete the IFSP form to that of “a deer in the headlights,” saying “You guys overwhelm us parents. We have no idea what you're telling us. [With respect to the IFSP,] we sign it, but we don't understand it.” Several other parents complained that some providers have the IFSP all filled out before even meeting with the parents. To the parents, this makes the IFSP process even more intimidating and undermines the participatory nature of the IFSP process.

Because the questions on IFSP forms vary by district, some parents believe that the nature and degree of support and inclusion also vary. Moreover, some districts use the Individualized Education Program (IEP) instead of the IFSP. Some IEP forms explicitly list service options but others do not, and this misleads parents: They may fear that if a service is not listed, it is not available. In addition, if less extensive information is requested on the IEP form than on the IFSP form, families think that not enough will be known about their situation/needs to enable their child to get the services that other children do.

Communication, Inclusion, and Support

Effective communication is essential in including and supporting families in the IFSP process. As one *Early On* coordinator stated,

It is really important when you go into a home to really listen to what the parent has to say and see all the problems, but let them tell you what they need, not jump in and tell them what they need. There may be many needs, but you have to listen to what they want to do.

At the same time, another service provider noted that providers need to be honest and open about what is—and is not—available to develop a good plan of action.

Several providers reminded the group that the degree of involvement also depends on the parents. One noted that successful communication takes place only when parents stay at the table and work with providers, contributing to the plan as to how, when, where, and how often services will be delivered to their child. Another provider noted that the level of parent involvement often depends on the parents' desire to help and participate in the discussion. Yet another provider observed that some parents are limited in the extent to which they are able to participate, and "The reality is that sometimes, you have to hold the parent's hand and say 'Sign here for help.'" Several parents added that throughout the process parents need to feel comfortable saying, "I don't understand."

Participants seemed to agree during all meetings that communication between parents and providers on the IFSP should be a two-way street, involving mutual listening. The overall sentiment seemed to be that the challenge for the parent is to gain sufficient understanding of available services to enhance their own decision-making, develop trust in the provider, and speak up when they do not understand something. Providers should observe and listen carefully, provide information on services, and work with the parent to decide jointly on the combination of services that the child needs.

Community-based or faith-based services also are valuable resources. Both parents and administrators acknowledged that a better job could be done in finding ways to coordinate with private and faith-based programming. The general feeling is that publicly funded programs in northern Michigan are well coordinated and that that coordination has spilled over into privately funded programming. One parent observed that "In our community, we also get a great deal of help from religious and community-based groups. These groups are very active in our area and, through donations and

volunteer work, provide a great deal of assistance at no charge.” Participants seem to feel that religious and community groups effectively communicate to parents and providers about the services they offer.

Paperwork and the Lack of Coordinated Medical Services

According to participants, excessive paperwork and the lack of coordinated medical services continue to affect services across the state that are outlined in the IFSP. Participants almost universally agreed that paperwork is harming the effectiveness of the *Early On* system. It alienates parents, forces providers to spend more time at their desk than with parents and children, and rarely results in meaningful activity.⁸ Participants also noted that the IFSP paperwork was often meaningless, as it is not accepted or used by other agencies (for example, the FIA, Public Health, or Community Mental Health).

A provider noted that when the *Early On* system started out, it was much more family friendly and had less paperwork, fewer regulations, and more general guidelines than now. However, recent changes have increased the time this provider has to spend negotiating with agencies and coordinating programs. One parent noted that the amount of paperwork that needs to be completed does not allow providers enough time to become involved in a plan with the parent. Several other parents noted that they have observed the effect of increased paperwork on providers as well. One noted, “Professionals have lost the ability to deliver the concept we believe in, to provide direct service and not push paper. [Providers] spend more time doing paperwork than with families.” This sentiment was particularly strong among several parents who had moved from one county to another and discovered that the IFSP completed in county A would not be accepted by county B, making a second full IFSP process necessary.

A few parents and providers, however, noted that the paperwork can be very useful, because accurate information facilitates providing services. In the words of one provider, “For the IFSP, the skill and professionalism of staff going out to discuss the plan is key. The staff works with the family until [the family] is comfortable. Staff doing this locally is very talented. They do an excellent job.”⁹ Another provider—and several parents—noted that the paperwork can be a primary building block for forming a beneficial relationship between parents and providers. When both sides are engaged in a discussion about what is best for the child, the paperwork can be a helpful guide.

⁸ Several participants at one meeting noted that lawyers in 70 percent of the districts within one ISD have counseled the districts not to complete IFSPs because the document becomes a legal commitment to provide specific services.

⁹ Interestingly, the same provider later lamented, “All areas use different local IFSP forms, given the needs of different areas. The desire is to get the best form possible. ... The process is becoming document oriented and not family oriented.”

QUESTION 4

By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?

At the third birthday, transition planning does result in timely, essential services being provided for the child and child's family, *if* preplanning takes place, desired alternatives are identified, and solid relationships are forged over time. Answers to this question appear to be grouped into two thematic areas: transition planning issues and relationship issues.

Transition Planning Issues

In examining whether the necessary support develops from transition planning, parents, providers, teachers, and others shared various thoughts. The general consensus was that the answer often depends on the perspective of the person answering the question. One participant noted that the transition process usually goes smoothly because there are many early-childhood programs and options nearby in that particular area. The same participant, however, also noted that lack of staff is sometimes an impediment to appropriate service delivery.

One major issue cited by many participants is the “cliff at age three.” Parents and providers are concerned that rather than experiencing a transition at age three, a child's services may be terminated, as many are not eligible for Part B services. Therefore, the question for many parents and providers is “transition to what?” Parents and providers alike expressed a desire for *Early On* services and programs—or something similar—to continue to age five. The general criticism of transition planning that is expressed by many parents is that the alternatives often are special education or nothing.

Relationship Issues

The transition period also is perceived as threatening, because it potentially can destroy the relationships built in the previous three years. One provider and several parents commented that the provider “abandons” the family when the child reaches age three, because the service delivery system changes. In the words of one parent, “You build this rapport with people who know all about you from day one, you and your doctors and your family, and then, all of a sudden, they abandon you.” Relationships between children/parents and providers are crucial for effective transition planning. A participant noted, “Kids are much better off if they can stay with the same professional.”

Another important factor that affects a parent's view of the change in relationships that occur when their child enters the special education system, at age three, is whether the child was involved with the *Early On* system and, if so, how effective the parent believes it was. That first experience provides a standard by which all subsequent experiences are judged.

One parent noted that the schools seem to think that parents of children who have been served by *Early On* have too many expectations:

When you have *Early On*, you have a network, and you know how to advocate for yourself and your child, and you have people you can fall back on. I was told when I started dealing with my elementary school that I was one of those “spoiled *Early On* parents” and “welcome to the real world.”

Looking at it another way, many special education providers who participated in the Part C sessions commented that families and children who had participated in the *Early On* system entered the special education system much better prepared than those who had not. These providers noted that former *Early On* system families know more about how to advocate for their children and that the children transition into the special education system more easily. Several providers find this to be an important and positive difference.

One provider said that in her region there is a successful collaborative program between the *Early On* system and the ISD. Furthermore, special education teachers in this region are in the same classroom as HeadStart teachers. Everyone in the system works together from day one, and the relationships developed between parents/children and providers in the *Early On* system continue for years, through the transition planning, networking, and advocacy process.

QUESTION 5

How is the state involved in assuring that appropriate services are provided to infants and toddlers with disabilities?

When parents were asked this question, about how the state is involved, the answer frequently was, “The state has a role in this?” Many parents see the *Early On* system as simply local or regional collaboration among the local offices of state departments rather than as a statewide system as a whole. For example, many parents suggested that the state should match local dollars spent to provide *Early On* services, which indicates that they did not know of the state’s role in distributing state and federal funds to the *Early On* system.

Since answers to this question were very short, facilitators followed up by asking, “If you do not believe the state has a role *now* in providing these services, how would you like the state to be involved in the *future*?” When so prompted, participants presented a long list of desired support from the state.

Suggestions for the State

Participants had many suggestions for how the state may improve its role in assuring that appropriate services are provided across Michigan.

- **Increase the focus on state collaborative agreements at the *local* level.** The fact that collaborative agreements among state departments are implemented by local agencies creates a coordination challenge for parents, providers, and teachers alike. While parents and providers reported enjoying the flexibility that Michigan’s system provides, many also seek some commonality between local implementation at the county, ISD, and/or school district level.

- **Change the evaluation process.** According to one provider, “The state contracts with others to evaluate services and collect data, and we usually are sent huge, cumbersome surveys. Could there be other ways to evaluate, such as site visits and follow-ups?” Parents and providers alike see evaluation surveys as another piece of paperwork that has to be filled out and returned. Participants also reported that they believe the *Early On* system-review process has not been consistent across the state, especially in rural areas.
- **Monitor professionals at work rather than simply reviewing forms.** Participants felt that the state could better evaluate the quality of different programs by evaluating actual work performance rather than by simply reviewing documents.
- **Make program rules clearer.** Many participants felt that if program rules were clearer, there would be greater uniformity in how programs are implemented.
- **Make it easier to contact the MDE.** In meetings at several locations, participants reported that it is very easy to contact MDE staff members and regional representatives. In other locations, participants commented that contacting the agency is nearly impossible. In the words of one parent, “Who would you contact [at the MDE]? It’s more effective to call a congressman than the MDE.” Regardless, there was support throughout the series of meetings for more routine contact between local stakeholders and MDE staff—with special emphasis on getting the MDE staff into the local community rather than communicating through a phone call or another survey.

Funding Issues

At nearly every meeting, participants—regardless of stakeholder type—responded at some point that too little money is available within the *Early On* and special education systems. This was a major theme in the public meetings.

In several places, however, participants—parents especially—surprised PSC facilitators with a very robust understanding of the complex realities of the existing funding stream. In one location, a parent explained their Multi-Purpose Collaborative Body’s local approach to funding,

We didn’t spend our money on people, it was given to the multi-purpose collaborative body a couple of years ago. Our body looked at service delivery from birth to age three to identify all the opportunities available out there. We decided to use every resource already available so that we could spend the money on direct services. In essence, we leveraged the community, which allowed us to leverage the rest. We paid for training and coordination and got as many people involved as we could, and it really came back to us manyfold, so that we can spend the money on direct services.

In another location, a provider noted that funds for locally delivered services to augment the Part C programs have come from the public health and mental health systems and the FIA. And another

parent expressed appreciation for the flexibility the state allows (relative to local resources), because local communities know their own needs best.

PART B:

Michigan's Programs and Services for Ages Three through Twenty-Five

Part B contains information on the special education programs and services for children/individuals from age 3 through 21 (under the federal program) or 25 (under the Michigan program). Participants in Part B groups were asked by the U.S. Department of Education to respond to the following six questions:

1. Are students with disabilities receiving the special education and related services they need? (promote a high quality education?)
2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?
3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?
4. How are parents involved in the education of their children with disabilities?
5. How is the state involved in assuring that appropriate services are provided to students with disabilities?
6. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?

In Part B, the main concerns of participants focused on

- _ teaching issues;
- _ quality and availability gaps;
- _ inclusion and coordination access issues;
- _ transition planning coordination issues;
- _ training issues;

- _ funding issues; and
- _ communication issues.

QUESTION 1

*Are students with disabilities receiving the Special Education and related services they need?
(promote a high quality education?)*

Barriers Similar to Part C's

The predominant answer to question 1 was the same as it was to a similar question in Part C—a chorus of “No” from the audience, accompanied by many of the same quality and availability barriers mentioned previously.

- **Services vary among districts.** As in Part C, several parents and providers mentioned moving (or knowing of families that have moved) from one district to another so that their child could receive the necessary services.
- **The evaluation process causes service delays.** Delays in Part B services are due primarily to delays in the evaluation of students by psychologists, therapists, and other professionals. Parents and providers alike most often reported delays in terms of months, most frequently due to missing input from professionals for the IEP process. In each of the public meetings, participants reported that many districts do not complete these evaluations in a timely manner.
- **There is a lack of coordination.** In contrast with the theme from Part C discussions, most coordination comments in the Part B sessions centered around the impression that the districts offer and place students in programs that the district has available rather than responding to the students' needs. As a result, many parents feel as if their child was forced to fit one of their district's existing programs or services. In addition, several parents and providers reported coordination problems and delays when a student transfers from one school district to another. In fact, at one meeting, multiple providers in different districts reported regularly waiting more than a year for paperwork to follow a student from district A to district B.
- **There is a lack of communication.** Parents expressed concern about communications—especially in relation to variations in services. In particular, many reported that districts do not tell them what is *possible*—only what is *available*, again directing students into existing programs rather than responding to individual needs. In addition, participants in Part B sessions offered nearly as many comments as those in Part C meetings on the correlation between the level of the parent involvement and the array of services provided to their child. As in regard to Part C, many parents also commented on parents' general lack of knowledge regarding parental rights and responsibilities. In the words of one parent describing the first two IEP

meetings, “I did not know that I could say, ‘No, I don’t want this, I don’t want that, and I want this for my child.’ I did not know that I had that power, and most parents don’t know that they do.” Participants cited the medical profession’s general lack of knowledge of the special education system as a communication barrier as well.

- **Frequency of services is inadequate.** At several meetings, specific concerns were voiced regarding the frequency of services delivered to children in Part B programs. For example, one participant told of a student who is emotionally impaired and receives therapy only twice a month. Another participant told of a student who is deaf and receives ASL training only 30 minutes twice a week. Others requested physical and occupational therapy during the summer months with the same frequency at which it is provided during the school year. These concerns were, as perhaps expected, most frequently offered by parents, but a number of providers cited similar concerns with frequency of services as well.

Barriers Unique to Part B

Several barriers are unique to Part B. First, there was considerable discussion among participants about the responsibility of charter schools to provide special education services. The comments were most prevalent in the area of the state in which the majority of charter schools are located but were heard around the state as well. Parents in one urban district reported that charter schools in that area do not provide special education services. In several small school districts, parents reported that the local charter schools do not enroll students with disabilities.

Parents also believe that their children are being excluded from nonacademic programs, e.g., music, physical education, and after-school activities. (For further discussion, please see the responses to question 2, on social barriers, next.)

In addition, parents and providers alike mentioned the need for continued support of parents and families relying on Part B services. Several parents noted a growing backlash against including students in general education because many attempts at integration fail because general-education classrooms do not have the support services that are available in special education classrooms.

A great many of the comments offered about Part B concern teachers, aides, and other school professionals. Participants in many of the meetings mentioned shortages of teachers and related professionals, addressing both the supply and demand side of the equation. On the demand side, participants in every meeting cited relatively low pay for teachers, substitute teachers, and teacher’s aides, which does little to encourage the supply of special education teachers to keep up with the *substantial* demand for additional teachers across the state. On the supply side, participants pointed out that fewer than 2 percent of students in college want to be teachers and suggested that new incentives are needed to attract college students into the teaching profession.

Furthermore, those who elect to take special education teacher training face incredible stress due to what is asked of special education teachers. Many participants are very concerned about teachers' capacity to perform the extra tasks that fall to special education teachers on a day-to-day basis, such as dealing with health concerns and coordinating with outside professionals. One parent noted that while teachers are trained to accommodate different learning styles, they are not trained to do so while simultaneously handling seizures and asthma attacks or working with physical therapists, occupational therapists, speech therapists, and vocational/technical training programs. In addition, these same teachers face mountains of paperwork and constant tension between what parents want for their children and school budget and resource limitations. These complicated tasks reflect how real special education responsibilities differ from the theoretical world presented in the college classroom.

In addition to the general issue of a shortage of teachers, many parents also cited training as an issue with existing teachers. Parents report that school districts need to be more aggressive in (1) addressing quality issues with regard to special education teachers, aides, and paraprofessionals in Michigan special education classrooms and (2) providing more special education training for general-education teachers. Parents and teachers alike mentioned a problem with the training of teaching aides, especially when the training occurs "on the job," which diverts the teacher's attention from students. Professionals extended the criticism one step further, reporting frustration with several aspects of the system in general. They most frequently criticized the push toward creating inclusive classrooms, saying there is no corresponding emphasis on support for either the student or the general-education teacher.

QUESTION 2

To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?

Most participants do not make a distinction between children having access to the general curriculum and children participating with non-disabled students. Therefore, most of the answers to this question focus on students with disabilities participating with non-disabled students.

Social Barriers

Participants cited a range of social barriers experienced by students with disabilities in trying to participate with non-disabled students. One mentioned by many parents is, as mentioned in the responses to the previous question, exclusion from social, extracurricular, or enrichment activities in the general curriculum.

- A parent who is deaf asked pointedly at one meeting, "As a deaf student, who do you talk to during lunch?" The parent, also the parent of a child who is deaf, noted that during this very social time in school, when other children are talking and sharing, a child who is deaf often has no one to talk to and, therefore, is excluded from conversation. This particular participant's child eats lunch alone. There is one other student in the district who is deaf and in the same grade, but

they are in separate buildings. While the parent has asked that the two students be allowed to eat lunch together, the district has refused, citing schedule, time, and transportation constraints.

- Transportation of special education students to and from school on overcrowded busses is a big concern in southeast Michigan. Participants reported that too often these buses offer no support for the special education students in the form of assistance or on-board aides.
- In some districts, social barriers are the result of administrators' attitudes. For example, special education students and their families feel left out of the school when special education activities are not put on the school event calendar. One participant reported that an administrator asked a child not to attend field trips with a general-education class so that "you don't spoil the trip for the other children." And at least one parent in each session reported that special education students are actively excluded from summer school-enrichment programs.
- Participants also noted that interaction is difficult if all of the general-education classes and students are located at one end of a building and all of the special education classes and students are at the other.

On the up side, participants cited positive results of inclusion efforts as well. Most felt that special education students *do* learn from other students when inclusion is well supported. In addition, some districts reportedly have a wonderful and welcoming attitude toward the special education program and its place in the district. In short, when administrators have a positive, supportive attitude, and teachers and students are appropriately supported, inclusion works well.

Administrative Barriers

- A teacher commented that although continuing training over the summer would maintain students' skills, occupational, physical, and speech therapists are not available then.
- Planning is much more difficult at the higher grade levels, and participants nearly uniformly reported that the willingness to include students in the general classroom decreases (or at least becomes more difficult) as the grade level increases.
- There also are more people on the IEP team at higher levels, and scheduling the meeting—let alone coming to consensus about what the IEP should cover—is a big barrier. In addition, attitudes of individuals on the IEP team are harder to adjust when there are more people at the table who protect their "turf" (financial or professional). Finally, more IEP team members also means there is less individual, personal contact with the parent(s).

- There was a strong consensus that access to the general curriculum and inclusion with students without disabilities should *not* mean a loss of support/ancillary services. One scenario was repeated in several meetings and elicited knowing nods whenever it was cited:

A student with disabilities is placed in a general-education classroom, and the IEP team and the parent agree that the student needs an aide. The school district, however, argues that the student may become dependent on the aide in the general setting and therefore denies the student the aide—but still pushes for the general-education placement.

In the words of one parent, “This is a circle of disaster,” as the student subsequently does poorly in the general-education classroom and later is moved back into strictly special education classes. Frequently, the IEP team and the parent will meet and again recommend a general-education placement with an aide, and again, the district will refuse, for the same reason, to provide the aide, and the circle continues. One parent who made this point commented that, “If the aides were well trained, they’d know when to back off, thereby reducing the risk of dependence.”

- Participants at nearly every meeting noted that general-education teachers often do not seem to know that a student who receives special education programs/services is going to be in their class until a few weeks before school starts. In many cases, these teachers were not included in the IEP meeting the previous year and did not receive a copy of the IEP. There seemed to be general agreement that most general-education teachers welcome a child with special needs into the classroom, but participants reported that the teachers often are, in the words of one parent, “furious, confused, and frustrated that they do not receive a copy of the IEP before school starts, and too often they are never given a copy of the IEP by the district even after the start of school.”
- Districts apparently grant ready access to classes such as shop, choir, and gym, but access to more academically demanding classes—such as math and geography—does not come as easily.
- Special education and general-education teachers alike need more training on teaching students with varying abilities in the same classroom.

QUESTION 3

Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education resources (e.g., college, technical school). Are students receiving the services needed?

Many of the same social issues that were discussed in question 2 reappeared in response to this question. In several meetings, the suggestion was made that districts build a mentoring program around the transition issue itself. Participants were especially excited about mentoring programs where former students would talk to current students about the importance of the transition and what options are available to the students.

Much of the time during these meetings was spent discussing issues of communication, coordination, and graduation as part of the transition process.

Communication and Coordination Issues

Parents frequently reported that they feel pressured and rushed to complete a comprehensive transition plan shortly after the child reaches 14 years. A number of parents questioned the rush and asked that all stakeholders be allowed adequate time to prepare both for the transition plan and for the transition itself. It appeared to several PSC facilitators that the request for more time in the transition planning process is based on communication and coordination problems—especially among the IEP team, Michigan Rehabilitative Services, the school district, community resources, social service agencies, and Community Mental Health—holding up the process. Again, participants said that the fact that parents often do not know their rights and responsibilities impedes the transition planning process. They also felt that the lack of an effective mechanism to enforce the provision of IEP services leaves parents powerless to force reluctant or resistant parties to the table.

Other issues participants raised with respect to coordination include the following:

- Providers need to realize that schools and parents rely on the special education labels/categorizations for support and funding. Families need the labels/categorizations to become eligible for support for their children, and schools are required to use them in order to provide the appropriate services.
- Several participants around the state requested a formal mediation process for the IEP and the transition plan in situations in which the parents and the IEP team disagree and cannot reach consensus. PSC believes these requests point to another information gap, as the MDE has confirmed that mediation services are available across the state. Obviously, participants are not uniformly aware of these services (although several noted during the meetings that such mediation services are available in their area of the state).
- A number of participants noted communication and coordination problems between the local public schools and public school academies (charter schools). Participants reported that while some charter schools have a relationship with a neighboring public district or local ISD to provide vocational or technical training, others do not. As one administrator said, “You have a public school academy that operates services for secondary students. You again run into problems of resources, and depending on what intermediate district you are in. ... [The ISD may say to the charter], ‘I’m sorry, we don’t even have enough space for our own students, and this student was pulled out of our district to go to your school [so] that’s your problem.’”
- Several participants noted the need to coordinate the transition activities starting at age 14 with the child’s academic program. Parents in some districts feel as if the transition activities trump all

academic activities, while parents in other districts feel that IEP and transition plan-specified vocational/technical training activities are emphasized less than academic activities. These participants noted that transition plan activities should balance academic needs with vocational, living, and community skills (i.e., life roles) training.

Graduation

Many participants noted the tension that occurs when students learn that when they achieve their goal of graduating from high school, they will lose their special education services. In almost every meeting, a participant told of a student who, after being encouraged to work toward graduation from the earliest years in the classroom, was told, upon approaching his/her final year in school, to delay graduation. The reason provided usually is some variation on the explanation provided by one participant, who said, “You’ll lose your eligibility, and the transition services will be cut off as well, because they are provided through special education monies.” This participant noted that the advice comes as a crushing blow to a student’s self-esteem. Participants generally agreed that there is a need for continuing services (or at least certain services) and that graduation should not be a point of termination.

Suggestions

Parents had several interesting—and specific—suggestions for making transition services more useful to the students, including the following:

- **Transition services should include more activities than just vocational/technical training.** Especially in southeast Michigan, parents explicitly cited the lack of transition services for students who demonstrated an interest or aptitude for music, art, or other careers/paths.
- **Increase the number of partnerships with real employers.** Parents appreciate the work that districts do with the “usual suspects” for employment, including fast-food restaurants and grocery stores, but they want more variety in employers and job duties for their children and earlier experience with real employers. In the words of one parent, “Demonstrations at the school with cardboard boxes don’t work forever.” Parents want expanded job shadowing and job-sharing programs as ways to increase contact and opportunities with employers.
- **Improve the vocational/technical training system itself.** A number of parents noted that the vocational/technical training system and curriculum are not prepared to handle students with disabilities, their learning styles, or their learning pace.

QUESTION 4

How are parents involved in the education of their children with disabilities?

Participant comments addressed a range of issues, many of them already covered in the report on Part C discussion: regional issues/variation between districts; communication, inclusion, and support; and

the barriers involving the medical profession. In addition, Part B participants discussed aspects of parent involvement pertaining to training and school building issues.

Parent Involvement in the IEP Process

On the whole, as we have noted, participants believe that parents generally are not knowledgeable about the IEP process and their rights, roles, and responsibilities in it. As a result, the IEP process wears parents down. In the words of one, “It’s ten against one or two. Parents who aren’t fighters easily can be worn down by the process.” There is a need for mentoring programs and links from the MDE and districts to groups such as Families on the Move, Arc, CAUSE, parent advisory committees, and other support programs. Individual districts and the MDE must find a way to help parents get past the intimidating nature of the IEP.

Suggestions to make the IEP process less intimidating include the following:

- Get teachers to stop using acronyms when meeting with parents.
- Spell out the purpose of the meeting—what the IEP does, means, and requires.
- Help the parent feel like an equal partner in the IEP meeting. Several parents noted that it is hard to feel equal when there are one or two parents and eight or nine participants from the school.
- When students are in IEP meetings, the information needs to be presented in a way that will not make them feel insignificant or inadequate. It is important to talk *with* them and not *about* them, as if they were not there.
- Let parents know that there are parent support groups both within and outside of the school system.
- Use pre-IEP meetings and conversations to discuss what will happen. Pre-IEP planning among the parties helps to reduce the surprises for all team members during the IEP meeting.
- Have teachers send the IEP form out to the parent(s) a week before so that the parent(s) can review it and bring questions to the meeting.
- Attach questions that will be asked in the IEP meeting to the IEP invitation, so that the parent(s) are prepared to answer or provide information at the meeting.
- Have a child-size table and chair in the IEP room either for the special education student or a second child that may accompany the parent(s) to the meeting.

- Hold IEP meetings outside the school building, to keep administrators/teachers from stepping in and out and being interrupted.

Participants also noted frequently during the discussions about Part B that parents are not always eager to participate in the IEP process or the education process in general. Providers suggested that such parents should be encouraged to participate as much as possible. And providers—especially in urban areas and most often in southeast Michigan—asked for assistance in proceeding through the IEP process when the parent *does not want* to be involved. Providers were at a loss for a plan of action when, after many years, phone calls, meetings, and attempts to involve the parent result in little or no communication between the parent and the provider.

Other Involvement Issues

Most other discussions of parent involvement addressed issues at a particular school system or school.

- One participant noted that the “attitude of the administrators is everything.” The participant also noted wryly that “Funding is everything else.”
- One participant commented that she helps other parents advocate by attending their IEP meetings with them.
- One participant was told that while district staff would allow her to put anything she wanted on paper, “It is only what the district wants that will be implemented.”
- A participant suggested that the state create, for distribution to parents, a special education handbook that presents all the applicable laws and regulations in understandable language.
- Several participants reported feeling that if they agreed with the IEP, the district would give them no problem. However, if a parent requested changes to the proposed IEP, they risked immediate, direct, and/or subtle marginalization, retaliation, service delays, or lack of attention.
- Participants noted that providers should communicate honestly with parents. For example, if a provider sends weekly progress reports saying “Everything is OK” and then says at a conference or IEP meeting, “We have a problem. Your child is not doing well in class at all,” it creates frustration.
- One parent discovered the IEP handbook from the Michigan Protection and Advocacy Service, found it very useful, and mentioned it to her district. However, the district told her that the book was of no value to the process because it was a year old. While the school may have been technically accurate—some information in the handbook may well have been out of date—this occurrence shows how the parent and the district see differently the information or the need for information.

QUESTION 5

How is the state involved in assuring that appropriate services are provided to students with disabilities?

As in the discussions of Part C, the answers to this question generally indicate that participants believe the state is *not* involved in the process now. Comments made by a majority of parents—and providers as well but to a lesser extent—suggest that parents believe the majority of the special education system is local in nature. At the extreme end of parents’ comments but mentioned in one form or another at least once in every meeting, was the sentiment that “The state is invisible; they have a hands-off policy” with all matters under local control until a complaint or lawsuit is filed.

In each meeting, the conversation on this topic very quickly switched—often with little or no prompting from the facilitators—into how the state *should* be involved. The following are the most common suggestions:

- **Improve the monitoring system.** Many parents asked why they should have to “police” the system and report service delays, missed deadlines, and recalcitrant districts to the state. Why, these parents ask, can’t the state be looking for these infractions as well? Parents and providers alike feel that the state’s current monitoring system evaluates paperwork, not people or services, and that the paperwork has increased each time the system is reformed. One provider complained that the state requires that two notifications be sent to a parent about an IEP meeting. Even if the parent responds to the first, the provider sometimes is chided for not sending a second. What, the provider asked, is the intent of the requirement—to get the parent to respond or always to send two notices, even if one is extraneous?
- **Build more and better (more effective) links to external organizations.** To enhance cooperation at the local level, the MDE should work hard to improve state-level links to such external agencies as Michigan Rehabilitative Services, the Family Independence Agency, Community Health, and nonprofit and advocacy organizations .
- **Increase information sharing with all stakeholders.** Too often, parents and districts are “reinventing the wheel” because no one knows that a particular problem already has been solved in an effective, innovative way elsewhere.
- **Increase outreach to providers—especially the medical profession—about the *Early On* program.** It was consistently mentioned that parents who go through the *Early On* system enter the special education system better equipped than parents who do not.

- **Revise the waiver process.** Participants reported that the process and outcomes of waivers are not consistent throughout the state, and this contributes to the district-to-district variations in services that make navigating the system a challenge for parents and providers.
- **Clarify the responsibility of charter schools to provide special education services.** In almost equal numbers, participants reported that in regard to getting a charter school to provide services, the MDE (1) had helped them or (2) was of no help. There also is confusion about the distinction between charter and private schools' responsibilities relative to special education.
- **Increase the funding to all areas of special education.**
- **Build a system of measurements, monitoring reports, and tools, and publish the findings and make them available to all stakeholders.** Help every stakeholder be part of the solution, not part of the problem.
- **Coordinate the referral and paperwork process.** Participants are frustrated when forms for one district/agency are not accepted by another, both within and between counties. Parents also become frustrated when service referrals are made in good faith but in error. One parent, for example, was referred to one agency by the school district for additional therapy for the child, but when the intake process was complete, the parent was told about an income cap that made the child ineligible.

QUESTION 6

By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?

Answers to this Part B question very closely mirrored the answers given in the Part C sessions. Again, participants reported that transition planning does result in timely, essential services being provided for the child and child's family, *if* preplanning takes place, desired alternatives are identified, and solid relationships are forged over time. As in Part C discussion, answers in the Part B sessions may be grouped into two thematic areas: transition planning issues and relationship issues.

New issues heard in Part B discussions, however, include suggestions for the state to do the following:

- **Review how the implementation of Part B in Michigan—and in local districts—conflicts with implementation of Part C.** Several participants reported that having gone through the transition, they feel the systems do not interconnect well.

- **Consider extending family-centered services to include children to age five.** Part B participants also noted the “cliff at age 3” and recommended providing continuing *Early On* coverage so that services are seamless until a child enters kindergarten.
- **Develop a system to help people experiencing language or cultural barriers.** Many Part B participants noted that language and culture barriers make transition planning extremely difficult. As one participant said, “If you consider all of the communication problems [that we already have identified] that there are in a meeting for English-speaking parents, imagine how a Spanish-speaking parent must feel.”

Looking Back

To assist the MDE in planning for future public meetings, PSC's consultants offer the following lessons learned from the project. PSC welcomes the department's opinions and reactions to these conclusions and logistics, which are offered solely from PSC's perspective as the meeting coordinator and facilitator.

MEETING LOCATIONS

PSC believes the nine meeting locations worked effectively. Besides the special situation and population in Sault Ste. Marie, roughly a dozen complaints and suggestions that PSC received concerned the absence of a meeting in Lansing. Since the MDE has its primary offices in Lansing, PSC appreciates some callers' disbelief when informed that Lansing was not a meeting location. But three meetings were conducted within a 75-minute drive of Lansing—and people outside the Lansing area are quite accustomed to travelling to other cities (or counties) to participate in public meetings.

With the exception of the Detroit meeting, parking was plentiful, and accommodations were suitable and spacious. PSC received few criticisms of either the accessibility or setup of the meeting rooms. Snacks, restrooms, and amenities (drinking fountains, places to smoke, telephones) were available within a reasonable distance of each meeting room.

ADVANCE NOTICE AND INVITATIONS

PSC's facilitators did receive occasional complaints both about the lack of advance notice for the meetings and the lack of a map or directions to each facility. PSC does note, however, that participants were given the telephone number and street address of each facility as part of the invitation, so participants could call either PSC or the facility for directions. The most common question about the invitation, however, was "How did the MDE decide who to mail the invitations to?" In nearly every case, the facilitator's explanation took care of the question.

THE RSVP PROCESS

PSC received 818 RSVPs indicating that 1,187 stakeholders planned on attending the meetings. The invitation offered five avenues for RSVPs to PSC: telephone, e-mail, fax, U.S. mail, or the World Wide Web. PSC estimates that 50 RSVPs were received by telephone or e-mail, 250 by fax, 5 by U.S. mail, and 500 via the Web. Given this pattern of responses, PSC strongly encourages the MDE to offer an Internet-based option (particularly the Web) to respond to notices of all future public meetings or hearings.

POST-MEETING FACILITATOR DEBRIEFINGS

After each meeting, PSC’s facilitators and recorders held a brief meeting at which each team stated what it believed were the major themes of the session and also compared the session to earlier ones. These debriefings—in which facilitators identified emerging themes, potential findings, and the level of representation among the various groups—provided an excellent foundation for PSC’s authors to use in organizing and writing this report. The debriefings also were helpful in beginning to identify regional concerns and variations and in providing ongoing feedback to MDE staff at each location.¹⁰

THE PUBLIC MEETING PROCESS AS A WHOLE

Overall, PSC believes that this model for stakeholder input served the Michigan public very well. PSC received numerous positive comments from participants who said that they believe the sessions offered excellent opportunities to share information, frustrations, insights, and successes. Parents, especially, appeared grateful for the opportunity to express their opinions about special education and early intervention systems in a setting with other parents.

¹⁰ MDE staff assisted PSC with meeting registration and—in most cases—listened to the debriefing session held for PSC facilitators. MDE staff also answered questions asked by participants in a one-on-one setting outside of the meeting rooms during and after the sessions. At every location, however, all MDE staff was excluded from the meeting rooms during the formal public meetings.

PSC Facilitators' Guide

for the
Fall 2000 Public Meetings Convened
by the
Michigan Department of Education
Office of Special Education and Early Intervention Services

Introductory Comments and Instructions to Participants

WHY ARE THESE MEETINGS BEING HELD?

- _ The Michigan Department of Education submits, on a regular basis, a report to the U.S. Department of Education about the status of special education and early intervention programs and services in the state.
- _ The input from participants at these meetings will be combined with results from a parent survey, plus other information from the Michigan Department of Education, to compose the formal report to the U.S. Department of Education.
- _ The department contracted with Public Sector Consultants, Inc., a think tank located in Lansing that conducts a range of education projects each year, to plan, host, and facilitate these meetings.
- _ PSC will take all of the input from these meetings (verbal and written) and compose a report to the department that describes what we heard around the state. The department will use this information in conjunction with other data to write their report.
- _ The graphic on the back of the yellow question sheet on participants' chairs provides an overview; we are in the "validation data collection" stage.

GROUND RULES FOR PARTICIPATION

The facilitator should make the following statements to the audience:

- _ We want to make sure everyone has a chance to speak on at least one question, so please try to be brief in your remarks.
- _ If you don't have a chance to say all that you wish to say, you may write to PSC using the envelopes that are located _____. See the back of your yellow question sheet for the deadline (Monday, October 20, 2000).
- _ We have limited time, and we have to cover all of these questions, so we may have to move on to the next question before everyone has had a chance to talk. Again, if the time limits the discussion, but you have more to say, please send us written comments.
- _ Please give us positive as well as negative comments. We want to hear the good things, too!

- _ For the benefit of everyone in the group, for me as a facilitator, and for the recorder, please try to avoid acronyms or—if you use an acronym—please explain it once.
- _ To assist me and also my partner, who will be taking notes that summarize your comments during this meeting, we hope that only one person will speak at a time.
- _ Your name will not be associated with anything you say or write. All comments are anonymous.
- _ Thank you for taking time from your busy schedules to talk to us.

Facilitating Discussion in Response to the Federally Prescribed Questions

PART B (SPECIAL EDUCATION): AGES THREE THROUGH TWENTY-FIVE

1. *Are students with disabilities receiving the special education and related services they need? (promote a high quality education?)*

- If there are barriers, what do you believe they are from (1) a parent's perspective, (2) a teacher's perspective, (3) an administrator's perspective, and (4) a service provider's perspective?
- What could be done to overcome or remove those barriers? (Please be as specific as possible.)

2. *To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?*

- From your perspective—either as a parent, teacher, administrator, or service provider—do students with disabilities participate with students without disabilities? Why or why not? How do they participate? What are the kinds of interactions?
- From your perspective—either as a parent, teacher, administrator, or service provider—do all students have access to the general curriculum daily? Why or why not? Also, do all students have the opportunity to participate in general-education classes? Why or why not? How do they participate?
- Have you raised any concerns with an IEP team regarding a child's participation in general-education classes? What were you told when you raised that concern?

3. *Describe the planning process that takes place for students aged 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?*

- From your perspective—either as a parent, teacher, administrator, or service provider—describe the services students receive. Are they receiving needed services? Why or why not?

- If not, from your perspective what are the barriers to receiving services?
- Is the planning process to ensure a successful transition to various options understandable and user friendly? Why or why not?

4. *How are parents involved in the education of their children with disabilities?*

- From your perspective—either as a parent, teacher, administrator, or service provider—are parents involved in the education of their children with disabilities? Why or why not? How are parents involved? Do you believe that parents feel welcome in the school? How often would you say parents receive or provide information regarding a child's education or training? Do parents receive progress reports regarding a child's achievement? Is that sufficient?
- Are parents consistently invited to IEP meetings?

5. *How is the state involved in assuring that appropriate services are provided to students with disabilities?*

- In your town/community/school district, is the state involved in assuring appropriate services are provided to students with disabilities? If so, how? Please describe this involvement.
- Has the state ever helped you or someone you know to get the services needed in your town/community/school district? If so, how did the state help?

6. *By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?*

- From your perspective—either as a parent, teacher, administrator, or service provider—does transition planning occur? Why or why not?
- Does transition planning result in the timely provision of needed supports and services to a child? To a child's family? Why or why not?

PART C (EARLY ON MICHIGAN): BIRTH THROUGH AGE TWO

1. *Are there any barriers to the process of referring infants and toddlers to the Early Intervention (EI) System, or in obtaining evaluations?*
 - _ If there are barriers, what do you believe they are (1) from a parent's perspective, (2) from a teacher's perspective, (3) from an administrator's perspective, (4) from a service provider's perspective?
 - _ What could be done to overcome or remove those barriers (please be as specific as possible)?
 - _ How did you first hear about *Early On*? Where did you receive information? Who (what organization or professional) helped you find out more?
 - _ Are there any people or organizations that are particularly effective in making referrals and obtaining evaluations? If so, why are they effective? What do they do that is different from others? *Note: The MDE is not looking for the names of individuals, but rather types/roles such as social worker, neighbor, doctor, instructor, the parent themselves, etc.*
 - _ What do you think would have made the **referral process** easier for families? What advice would you give another family who needed to refer a child to the *Early On* system?
 - _ What do you think would have made the **evaluation process** easier for families? What advice would you give another family who is undergoing an evaluation?
2. *Do all infants and toddlers with disabilities and their families receive all the services they need? Where do children receive their services (community settings, day care, homes, libraries)?*
 - _ Let's start with services. From your perspective—either as a parent, teacher, administrator, or service provider—do you believe your child or children in general are receiving the services they need?
 - _ If so, why do you believe service delivery is so effective in your family/ community/organization?
 - _ If not, what are the barriers to receiving services from your perspective?
 - _ What could be done to overcome or remove those barriers?
 - _ Now let's shift to where children receive services. Where does your child or the children you work with receive services, and how does this affect service delivery? (Do you believe the

- location is convenient? Does the child learn better in that location? Are there other locations you believe would be better?)
3. *How are families included and supported in the process of development of the IFSP and in making decisions about their child's services? What family support services are available in your community?*
- _ Let's start with family involvement. From your perspective—either as a parent, teacher, administrator, or service provider—how are families involved in the decision-making process?
 - _ What do you find particularly helpful in involving families (the IFSP itself, one-on-one meetings, whole family activities)? (Note to facilitators: The MDE is looking for strategies to involve families.)
 - _ Are there other things that would help families to get more involved? Are there other things that would help more families get involved?
 - _ Are there barriers to involvement that need to be addressed?
 - _ Now let's talk about support services. Where have you found support services (for example, churches, friends, informal support networks, neighborhood groups, local non-profits, and agencies)?
4. *By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and child's family?*
- _ First, from your perspective, do you believe children and their families receive transition services?
 - _ Do you believe families, teachers, administrators, and service providers all understand what "transition" means? Do these groups all have the same definition?
 - _ Given that they can transition to a variety of services—preschool, a pre-primary impaired program, HeadStart, school readiness, or home—do you believe the transition planning adequately prepares children and their families for their next step?
 - _ If not, what could be done to improve the transition process?
 - _ Are there components of transition planning that you have found particularly effective or ineffective? Why? What changes would you make?

5. *How is the state involved in assuring that appropriate services are provided to infants and toddlers with disabilities?*

- _ What role does the state play in the Early On process?
- _ From your perspective, how does that role benefit the system?
- _ From your perspective, how does that role detract from the system?
- _ What could the state do to further support the Early On system?

**Michigan Department of Education
Office of Special Education and Early Intervention Services**

**Office of Special Education Programs
Continuous Improvement Monitoring Process
Process Evaluation: Excerpts from the Michigan Self-Assessment Draft Evaluation Report
as prepared by the Great Lakes Area Regional Resource Center**

A process evaluation was designed and implemented to document and inform the self-assessment process in Michigan. This overview is excerpted from the draft Michigan Self-Assessment Evaluation Report prepared by Caroline Coston, Ph.D., Senior Technical Assistance Specialist with the Great Lakes Area Regional Resource Center in Columbus, Ohio.

Excerpts presented include:

- Planning the Process Evaluation
- Overall Evaluation Summary
- Outline of the Process Focus, Strategies, and Products

A comprehensive report is available from the Great Lakes Area Regional Resource Center (GLARRC) at the Ohio State University. When finalized, the report will be available at the Michigan Department of Education website www.mde.state.mi.us/off/sped/index.html and the GLARRC website www.glarrc.org/.

PLANNING THE PROCESS EVALUATION

GLARRC staff participated in the core planning team sessions starting in June to plan the ongoing evaluation of the self-assessment process. The evaluation was designed to determine the effectiveness of the process from the participant's perspective. This included how well the process and planned activities were carried out, how they could be improved and what benefits, if any, participants received through their participation. As the process evolved, evaluation surveys included questions related to team member issues, priorities and commitment. The intent was to determine whether participants felt their respective voices were being heard and included. Self-Assessment Team members were asked to complete the evaluation surveys at the end of each meeting. Participants rated statements about the meeting on a five-point scale: 1-strongly disagree, 2-disagree, 3-possibly, 4-agree, 5-strongly agree. The feedback was compiled by GLARRC, provided to the core planning team for review, and was incorporated into planning the next meeting. The evaluation summaries for each meeting can be found in the comprehensive evaluation report. In addition to this written documentation, GLARRC staff and the Office of Special Education and Early Intervention Services (OSE-EIS) lead planner briefly observed the self-assessment team sessions. These observations were used to gauge the progress of the sessions, identify issues that may be emerging, and provide input to future planning.

OVERALL EVALUATION SUMMARY

Summary of the Process

The Michigan Department of Education Office of Special Education and Early Intervention Services implemented a comprehensive approach to planning and implementing the self-assessment phase of the Office of Special Education Programs (OSEP) Continuous Improvement Monitoring Process.

They began planning very soon after receiving notification of their inclusion in the cohort of states to beginning the monitoring process in 2000-2001. The OSE-EIS made several key decisions early in the process that included using:

- a comprehensive approach;
- a two-tiered process involving Self-Assessment Teams and a Steering Committee to conduct analysis of data and results;
- additional data, specifically parent survey data, public input, and student focus group data to validate findings and identify new concerns; and
- an ongoing process evaluation to inform planning decisions.

They defined five (5) key planning tasks that guided their efforts. Those tasks included:

- selecting the self-assessment team and steering committee members;
- defining the work of the self-assessment teams and steering committee;
- determining a process for collecting additional data;
- defining a process for reviewing clusters, components, and indicators;
- compiling results and determining priorities; and
- identifying and coordinating implementation resources and supports.

These early decisions provided the design framework that guided the planning and implementation of the self-assessment. A strategic decision that influenced the Self-Assessment Team and Steering Committee selection process was to identify stakeholders that were linked to existing committees, organizations, and associations involved with or committed to improvements in education and to assure geographic, ethnic, professional, and experiential diversity. This proved to be highly beneficial. For example, participants who are members of the Special Education Advisory Committee have first-hand knowledge of the critical issues facing OSE-EIS and can communicate those issues to the committee. Participants who are members of the Partnership of the State Improvement Grant can share their first-hand knowledge of training needs to influence priorities for personnel development and technical assistance supported by the State Improvement Grant. Steering Committee members who are part of the State Interagency Coordinating Council can communicate the results of the self-assessment to the Part C community. Representatives from general education and local school districts have gained a better understanding of the importance of linking special education to the school improvement plan activities. Many Steering Committee members have already begun discussing next steps.

Implementation of the self-assessment through a series of five meetings (11 days) over a seven (7) month period required a commitment from those who served. The processes, tasks, and outcomes that guided this work was very effective and achieved several major accomplishments including:

- completing an analysis/evaluation of all the indicators;
- conducting a component analysis to identify emergent themes within each cluster area;
- synthesizing indicator data analysis results, incorporating new data and validating results;
- conducting a cross-cluster analysis to identify common themes and ensuring that data analysis concerns were addressed by the maintenance and improvement strategies;
- classifying the cross-component improvement strategies within a systems framework; and
- rating the status of OSE-EIS implementation of the Individuals with Disabilities Education Act (IDEA) requirements identified in the clusters.

The product of these accomplishments will result in a Self-Assessment Report, which, after review and evaluation by the Office of Special Education Programs, will provide the guidance for developing a plan of improvement.

Summary of the Evaluation

Overall, the self-assessment meeting evaluations very effectively identified the process effectiveness and the stakeholders' value of their experiences. From the outset, stakeholders were able to identify and describe their understanding of the self-assessment process, the enormity of the task given the short time frame, and their perceived benefits from being involved. They continually voiced appreciation for their involvement and noted the impact of being involved in the process. Stakeholders expressed an increased respect for the leadership of OSE-EIS staff and the support resources made available.

Stakeholders were consistently asked to provide feedback on process effectiveness, the significance/benefits of their involvement, and any concerns about the findings or the message being communicated in the report. Several process/task strengths that received positive and high ratings can be gleaned from the evaluations. They include:

- the organization and format of the task and resource,
- commitment of the team members,
- focused and excellent facilitation,
- identification of emerging themes within clusters,
- cross-cluster reviews,
- collection of data to validate findings,
- categorization of improvement strategies into a systems framework,
- identification of systems and programmatic strengths to incorporate in the self assessment,
- feedback on the self assessment process through evaluations and debriefings, and
- availability of staff resources and materials.

The OSE-EIS core planning team recognized the importance of planning and preparation in designing this process. The substantial amount of time spent on planning, organizing, and communicating, both within the team and with stakeholders, was highly effective. The consistent satisfactory rating on process, activities, and strategies evidences the effectiveness of the process. Stakeholders repeatedly commented on the amount of learning they experienced, their appreciation for being included in the Department's self-assessment process, their desire to see continuous improvement further implemented, and their commitment to continue their support of this work. The planning team's work was both deliberate and purposeful in designing and implementing a process that evaluated the Department's performance while building a sense of ownership and commitment among constituents.

OUTLINE OF THE PROCESS FOCUS, STRATEGIES, AND PRODUCTS

Session I: July 2000 Self-Assessment Team Meeting Process Focus: Understanding the problem

Tasks	Strategies	Products
<ul style="list-style-type: none">• review and clarify indicators (components/clusters)• discuss assumptions and implications• determine if sufficient data is provided or if there are other data sources available• begin analysis of existing sufficient data	<ul style="list-style-type: none">• whole group discussion• small group (dyads/triads) discussions	<ul style="list-style-type: none">• lists of assumptions, questions, concerns• additional sources of data

Session II: August 2000
Self-Assessment Team Meeting
Process Focus: Analyzing data and generating strategies

Tasks	Strategies	Products
<ul style="list-style-type: none"> • review and clarify indicators (components/ clusters) • review and analyze existing data, identifying additional data sources, proposing data collection improvements • determine if sufficient data is provided or if there are other data sources available • analyze data and determining results 	<ul style="list-style-type: none"> • critical analysis of data • whole group and small group discussions • brainstorming • reporting out 	<ul style="list-style-type: none"> • lists of assumptions, questions, concerns • lists of additional sources of data • lists of strategies

Session III: September 2000
Self-Assessment Team Meeting
Process Focus: Generating, analyzing, and synthesizing strategies

Tasks	Strategies	Products
<ul style="list-style-type: none"> • review and clarify indicators (components/ clusters) • review and analyze existing data, identifying additional data sources, propose data collection improvements • determine if sufficient data is provided or if there are other data sources available 	<ul style="list-style-type: none"> • whole group and small group discussions • generating, focusing, and reporting out • critical and creative thinking • converging ideas • describing the big picture 	<ul style="list-style-type: none"> • clarification of assumptions, questions, concerns • lists of maintenance and improvement strategies • identification of themes within each cluster

Session IV: October 2000
Self-Assessment Steering Committee Meeting
Process Focus: Generating, refining, and synthesizing strategies and priorities

Tasks	Strategies	Products
<ul style="list-style-type: none"> • incorporate new data in the component review • determine validation of results • combine and condense improvement strategies • organize strategies in systems framework 	<ul style="list-style-type: none"> • whole group and small group discussions • generating and focusing ideas and reporting out to large group • critical and creative thinking • converging ideas • describing the big picture 	<ul style="list-style-type: none"> • synthesis of strategies to major themes • a list of maintenance and improvement strategies • identification of themes across clusters

Session V: November 2000
Self-Assessment Steering Committee Meeting
Process Focus: Synthesizing, categorizing, and rating strategies and priorities

Tasks	Strategies	Products
<ul style="list-style-type: none"> • generate program strengths • synthesize strategies across clusters • rate clusters/components • recommend next steps 	<ul style="list-style-type: none"> • whole group and small group discussions • generating and focusing ideas • critical and creative thinking • converging ideas • describing the big picture 	<ul style="list-style-type: none"> • refined data analysis results • a list of maintenance and improvement strategies • identification of themes across clusters

Judging from observations, the evaluation summaries, and commentaries, a number of “value added” benefits resulted from the broad stakeholder process. For example, the interactions and relationships enabled participants to evolve from group to team in a relatively short amount of time. The participant quotes recorded during the final Self-Assessment Team meeting in September captured some of the passion and commitment that team members felt. The networking and linking opportunities facilitated a cross-pollination of ideas. A high level of “synergy” developed among participants and was maintained throughout the process. The comments listed are examples drawn from each session that support these observations.

<u>Session</u>	<u>Comments</u>
July 2000	<ul style="list-style-type: none"> • Great opportunity to network and learn from each other. • Learning from the knowledge and expertise of others and learning the challenges of the big picture. • The diverse background and friendly groups helped give a broad perspective. • The networking and collaboration with my team, everyone is pleasant, the facilitator is very helpful. Great facilitation.
August 2000	<ul style="list-style-type: none"> • We were able to agree and disagree respectfully. • We are all dedicated, well focused team members. • Everyone is committed. • We worked together with great respect and trust.
September 2000	<ul style="list-style-type: none"> • Keep us informed of next steps and how to participate in similar process. • Considering I knew little, I learned a lot and felt I had some impact. • This was a very well planned and effective process...having facilitators from “outside” was excellent!!
October 2000	<ul style="list-style-type: none"> • The public meeting data was very beneficial in validating the self assessment. • Indications are that we are right on target with what is happening in the state and the areas identified for improvement. • Part B and Part C are working and listening together and focusing on direction. • Issues I’ve been concerned with personally have been in the most part validated. • Make sure this process is implemented statewide.
November 2000	<ul style="list-style-type: none"> • I am using continuous improvement model with our community in developing a PIE grant and will make a presentation to our intermediate school district Board, local special education administrators, and parent advisory committee. • Will share the “media packet” with Upper Peninsula partners to reach locals. • This has renewed my belief that my voice can be heard at the state level. It is important to take this message back to my constituents. An incredible project with phenomenal organization!

**Michigan Department of Education
Office of Special Education and Early Intervention Services**

**Office of Special Education Programs
Continuous Improvement Monitoring Process
Monitoring Model Overviews**

Brief Overview of the Part C Compliance Monitoring Process

The *Early On*® System Review (EOSR) monitoring process was implemented in 1998 for Part C in Michigan. The objectives of the EOSR are to:

- Assist Local Interagency Coordinating Councils to design service area plans and prioritize the use of local funds in a manner that will strengthen the delivery of their early intervention services.
- Assist State and local agencies to observe the effectiveness of *Early On* in local service areas and target technical assistance efforts toward identified areas of need.
- Assure compliance with federal Requirements.
- Increase family satisfaction with the *Early On* System.

The EOSR is designed to occur within each local service area on a three to five year cycle. A facilitated discussion revolves around information obtained from required and optional activities such as:

- Reviewing a sample of children's records across the various agencies involved (a minimum of ten records or 10% of the period count, whichever is greater).
- Reviewing forms used by the local service area.
- Reviewing the data collected by the Data Collection and Evaluation Projects regarding the local service area (which includes the Service Area Profile, Family Survey, and Local Implementation Survey results for the service area, and Site Visit Summaries, if applicable).
- Reviewing data collected by the local service area.
- Examining with families how well the referral process works for families whose child was referred, but found to be ineligible for *Early On*.
- Talking with service providers in their respective agencies or with other parents and then completing all or portions of the EOSR Checklist.
- Conducting interviews with identified individuals or holding focus groups.
- Answering a set of questions regarding how the service area is progressing in their implementation of *Early On*.

The result of this process is the development of an Individualized Service Area Improvement Plan. The format of this plan is consistent with that of an Individualized Family Service Plan. The plan helps to identify areas in which technical assistance is needed, with particular emphasis on dealing with issues that relate to compliance with Part C federal Regulations. Local services area strengths and needs are identified and prioritized to develop outcomes as part of the plan. Objectives, activities, and indicators for each outcome are also included in the plan. The Local Interagency Coordinating Councils and the Multi-Purpose Collaborative Body (directors of human service agencies) review the plan in order to commit to carrying it out and make decisions regarding the allocation of funds within the local service area.

The lead agency (Michigan Department of Education) prepares a written Compliance Report on the findings and sends it to the service area. The results are also shared with the Local Interagency Coordinating Councils. The Michigan Department of Education ensures that compliance issues are prioritized in the plan and documentation of the review is placed in the service area file at the

Michigan Department of Education. Technical assistance is provided as needed through the *Early On* Personnel Development System, State Interagency Team members, the lead agency, other *Early On* funded projects, or local service area training. Follow-up visits are conducted a year later to ensure that corrections have been made. The follow-up visit may include reviewing another sample of children's records, reviewing local service area forms and/or processes, and interviewing identified individuals regarding corrective action and the current status of implementation of *Early On*.

Local service areas are required to submit annual reports on the results of the activities funded each fiscal year. The reports assess the outcomes by three levels: exceeded expectations, expected, or less than expected. In addition, local service areas identify factors that support the level of expectations addressed, report any unanticipated events that contribute to the overall success of the outcome and activities, and identify and explain the impact of barriers, if any.

Quality Assurance/Needs Assessment is a part of the *Early On* Michigan collaborative requirements in Section A of the Local *Early On* Applications. These requirements are a combination of federal regulations, state policy, and best practice principles that are required of each service area. Local activities related to *Early On* are reviewed on a continuing basis in regard to project-to-project strengths and areas that need improvement. A local service needs assessment to measure quality and outcomes and assess improvement in service delivery will be completed annually.

Brief Overview of the Part B Compliance Monitoring Model

The Michigan Department of Education revised its special education monitoring model and special education standards to comply with the Individuals with Disabilities Education Act (IDEA) as chronicled in the following synopsis:

- The Interim Michigan Monitoring Model was aligned with the IDEA statute for the 1998-1999 school year.
- The Adjusted Michigan Monitoring Model was aligned with the IDEA Regulations for the 1998-1999 school year.
- The Michigan Monitoring Standards were revised to align with the IDEA Regulations, effective school year 2000 - 2001.
- The Preliminary Michigan Model was aligned with the revised special education monitoring standards, effective school year 2000 - 2001.

An onsite special education monitoring review occurs on a five-year cycle. The review consists of the following sections to ensure compliance:

- Administrative Interview (review of policies/procedures, including Comprehensive System of Personnel Development).
- Review of Forms:
 - Referral
 - Consent to Evaluate
 - Multidisciplinary Evaluation Team
 - Procedural Safeguards
 - Evaluation Review
 - Individualized Education Program (IEP) Team Report
 - Manifestation Determination Review
- Personnel review of professional provider credentials.
- Parent Survey.
- Review of Special Education Files using the standards for eligibility, referral, multidisciplinary evaluation team, previous enrollment evaluation review, IEP interim alternative educational setting, notice and manifestation determination review standards.
- Onsite program/service review using the reporting student progress standards.

- Individual program/service standards and IEP implementation standards. The standards for implementation of the IEP, which requires a review with the service provider and includes:
 - Monitoring of the schedule as specified on the IEP Team report
 - Instructional documentation that annual goals are being addressed, and that the instruction is delivered to meet the individual needs of the students
 - Adequacy of supplies and equipment to meet annual goals
 - Appropriateness of physical space
- Validation review by the Michigan Department of Education of the previous intermediate school district/state agency monitoring.
- Agency special education monitoring reviews conducted during the years in which the Michigan Department of Education did not conduct an onsite monitoring review, consisting of:
 - Blind file review of a sample of forms monitored by the intermediate school district/state agency for the monitoring standard validation
 - Time line for corrective actions and type of corrective actions

There is an organized system of monitoring corrective actions for systemic problems identified through compliance monitoring. A systemic issue is identified when a single standard is identified “out of compliance” at the rate of 25%. The Michigan Department of Education and the intermediate school district/state agency staff mutually determine the corrective actions for all systemic issues. Those issues are then addressed by the Michigan Department of Education and intermediate school districts/state facilities through provider inservice training, professional development, forms revisions, and other corrective action methods as appropriate. Corrective actions are required for each specific citation and for the identified systemic issues. There is a 60 day time line for all corrective actions to be completed. The corrective action for all systemic and individual citations is reviewed by the Michigan Department of Education for timeliness of submission and accuracy of correction.

The special education monitoring model also requires that each intermediate school district conduct an annual special education monitoring review of their programs/services and those of each constituent local educational agency using the approved state special education monitoring model and standards. The same special education monitoring requirement is made of each state agency in the review of their constituent facilities. The Michigan Department of Education validates the monitoring conducted by the intermediate school district/state agency during the years in which there was not an onsite review. The sample selection, corrective actions, and monitoring of IEP standards are validated.

A software program is utilized by Michigan Department of Education, intermediate school district and state agency monitors. The software computes the percentage of noncompliance and generates reports onsite for each aspect of the special education monitoring review.

Each intermediate school district/state agency is required to submit annual verification that the special education monitoring has occurred according to the approved model, and to list each of the systemic issues identified through the process. Additionally, each intermediate school district must also report the results of the annual special education parent survey.

The staff person responsible for monitoring in each intermediate/state agency is provided with training updates. Each of the monitoring standards has specific criteria by which to measure the monitoring standard, so that there is a greater inter-reliability rate in the monitoring process.